University Of Alberta
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SPELL/WRITE

TEACHER'S EDITION

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Find the column of boxes for your unit. Locate the box that will show the number of words you spelled correctly. Fill in that box and the ones below it.

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SPELL/WRITE

TEACHER'S EDITION

LEVEL 6

EDU-MEDIA
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in association with

EDUCATIONAL DEVELOPMENT CORPORATION

Series Editor: Barbara Sack
Everett V. O'Rourke
Garth L. McAuliffe

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2 3 4 5 6 7 8 9 BS 8 7 6 5 4 3 2 1 0 9

Colour Coding by Grade Level

Level One—Orange
Level Two—Blue
Level Three—Red
Level Four—Dark Green
Level Five—Yellow
Level Six—Brown
Level Seven—Light Green
Level Eight—Purple

SW

TO THE TEACHER

If your pupils are using the consumable edition of **Spell/Write**, you may notice some slight variations in the student text pages presented within this guide. These pages were taken from the non-consumable edition of the **Spell/Write** text. The answers required are usually the same but the directions indicating where they are to be written may vary.

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CONTENTS

Section One: Using the Text	1T
Teaching Spelling	1T
Organization of the Grade 6 Program	1T
Section Two: The Spelling Process	3T
Abilities to Spell	3T
Five Steps to Spelling a Word	3T
Analysis and Treatment of Spelling Problems	3T
Section Three: Word Lists	6T
Spelling-Reading Correlation Chart	9T
Sound Production Chart	18T
Annotated Pupils' Textbook	1–144

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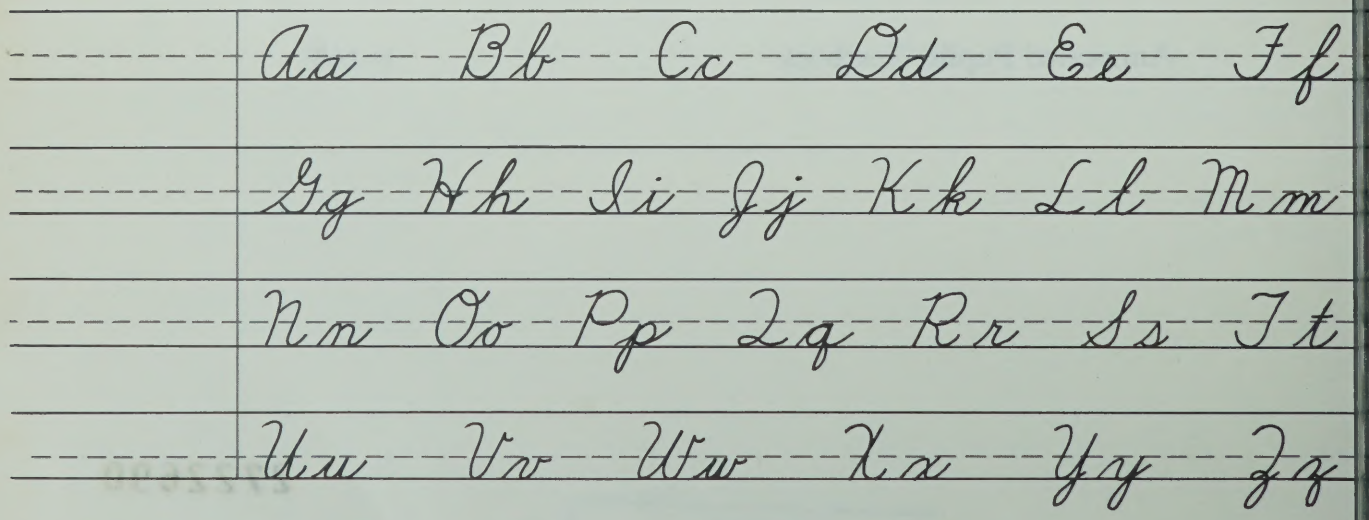
TO THE TEACHER

The formation of the alphabet letters may vary from teacher to teacher, school to school, and province to province. The **Spell/Write** program has included some samples of these alternate forms for you and your students. However, it is not possible to include them all. If your pupils are using letter forms not shown in their **Spell/Write** texts, make a display alphabet for the classroom and remind pupils to refer to it when practising their handwriting.

EVERYONE IS DIFFERENT

There are different ways to write the alphabet letters. Here are some other forms of the letters.

Your teacher may suggest that you use forms other than the ones in this book. It is important to write your letters neatly, the same way each time.



SECTION ONE: USING THE TEXT

Teaching Spelling

Spell/Write goes beyond the spelling and writing of list words. Although word lists are useful in themselves, *Spell/Write* uses the lists to teach spelling combinations that occur with high frequency in English words. The pupils are guided in discovering the spelling combinations in additional words, giving them a workable strategy for encountering new words on their own.

Spell/Write takes the mystery out of spelling. It clearly emphasizes specific sounds in words and their most frequently occurring or most reliable spellings and spelling combinations. For example, a list with the words **teeth, wheel, wheat,** and **team** lets the pupils learn the words and encourages them to concentrate on the /ē/ sound and its reliable spellings, **ee** and **ea.**

In *Spell/Write,* the list words are presented in such a way that the pupils begin by concentrating on the most reliable spellings of a sound, such as the **ee** and **ea** spellings of the /ē/ sound. Gradually, they meet the less frequent and less reliable spellings, such as **ie** and **y,** in related groupings of words.

The object, therefore, is not so much to learn a given number of words as it is to apply an understanding of sounds and spelling combinations to new words. The pupils then have a strategy by which they can move beyond the limits of any word list.

Throughout the learning process, the spirit of inquiry, of discovery, prevails. The pupils are regarded as inquiring learners, discovering relevant spellings and related words through meaningful activities. They are constantly invited to transfer their discoveries from known words to unknown ones and to use them in creative ways.

THE WORD LIST

The basic word list is the result of an analysis and interpretation of the Hanna and Hanna *Phoneme-Grapheme Correspondences as Cues to Spelling Improvement.* This work, in turn, draws its list from the Thorndike-Lorge *Teacher's Word Book of 30,000 Words,* Part I, supplemented by topical and updated entries from current dictionary sources.

An important basis for the selection of the words in *Spell/Write* was the reliability of the spelling pattern, as in the spellings of the /ē/ sound, mentioned earlier.

Other factors considered in the selection of words were suitability for the grade level, usability for the pupils, variety of subject matter, challenge and excitement of content, and, insofar as possible, modern usage.

KINESTHETIC REINFORCEMENT

The writing stage very often reinforces the visual and auditory phase of the spelling process. For some pupils, this stage is the crucial one for learning how to spell, and it therefore receives great emphasis throughout *Spell/Write.*

In addition, the subject matter of spelling provides an ideal opportunity for handwriting instruction. Indeed, legible handwriting is essential for success in spelling because many errors that seem to be spelling errors are actually handwriting errors.

Organization of the Grade 6 Program

A typical unit of instruction is organized around spelling concepts and related handwriting skills and activities. Exceptions are the Review Units, the Dictionary Unit, and the two Handwriting Units, all of which are explained later.

The Spelling Units in the grade 6 *Spell/Write* begin with a list of twenty words. The words have been chosen so that most of them will be familiar to grade 6 pupils.

The words are grouped according to their common *phonemes,* which are units of speech sounds. For example, the word **say** has two phonemes: /s/ and /ā/. The word **tough** has three phonemes: /t/, /u/, and /f/.

The word groups also have a *grapheme* in common. A grapheme is a letter or combination of letters that spells a phoneme. In the word **say,** the grapheme **s** spells the first phoneme, and the grapheme **ay** spells the second phoneme.

In approaching the spelling of list words, *Spell/Write* emphasizes phoneme-grapheme relationships that are widespread in our language. Thus, although the list words themselves are important, the long-range objective is more important: to give pupils a way of approaching unknown words through phonemes and graphemes that they already know.

Day A The first page of each Spelling Unit is designed to attract the pupils' interest by involving them in a story whose meaning turns upon the spelling of certain words or in visual activities through the use of pictures. Once the pupils are involved, the activity leads them to identify the significant graphemes.

Day B The second page of each unit contains other developmental activities that extend the pupils' initial exposure to the list words. The work is harder than the work on the first page, but because the pupils will be using words that share the same phoneme-grapheme relationships, they will have built-in clues to help them.

When the pupils have completed the activities on the second page of the unit, they are ready to consider the *formulas* that generalize the sound-to-spelling patterns in English. The formulas should not be memorized, but instead, they are summaries of what some pupils will have already discovered and what others may be ready to dis-

cover. Beginning with Unit 3 (the first Spelling Unit), the formulas appear at the bottom of the second page of a unit.

The Teacher's Edition provides supplementary activities that are designed to reinforce and reapply applications of the formulas to the spelling patterns in the language and to provide additional uses of the pages of each unit. Many of these activities will provide additional words, called nonlist words, that follow the phoneme-grapheme patterns presented in the unit. As with the list words, the nonlist words are likely to be known to grade 6 pupils.

Day C The third page of every unit emphasizes handwriting concepts and skills, while at the same time it reviews and reinforces the unit formulas and list words. The subject for each third page is suggested by the list words. The activities include word matching, sentence completion, and sentence writing. Pupils thus experience a different exposure to the list words—one that provides an interesting context for continuing developmental work in handwriting.

Program for Irregulars. Five *irregulars* are also printed on the third page. They are called "misfits" because they do not fit regular sound-to-spelling patterns. An irregular is a word whose sound gives misleading clues about its spelling. For example, the word **go** has no phonemic clue that would lead pupils to use an **o** when they spell the word —especially when **go** is compared to **do, to, bow, foe,** and so on. Therefore, irregularity has to be handled with methods that focus upon the letters that are unexpected.

Approaches designed specifically for these unexpected spellings are suggested in the Teacher's Edition. In the grade 6 *Spell/Write,* these activities are meant to be used by the entire class with direct involvement of the teacher. Each unit's irregulars have spelling patterns that will not interfere with the unit's generalizations.

Day D The Unit Quiz should be administered at this time. Each list word should be given within the contextual sentence supplied for the teacher. As a quiz on the regular word list, the Unit Quiz serves both a short- and a long-term need. In terms of a week's work, the results of the quiz determine which pupils should review a unit's word list and which pupils are ready for more advanced work. In terms of a year's work, the quiz supplies data for the Spelling Progress Chart, which is on the inside front cover. The chart provides a place to map both class and individual progress in the Spelling Units. Those pupils whose scores deviate seriously from class scores are having more than ordinary problems with particular phoneme-grapheme patterns. Every week, pupils will mark their Unit Quiz scores on their Spelling Progress Charts.

The following procedure should be used when administering a Unit Quiz:

1. Pronounce each list word.
2. Read the sentence illustrating the word's meaning.
3. Pronounce the quiz word again.

Pupils are expected to write only the quiz word.

Refer to Section Two (page 3T) for appropriate guidelines for uncovering the probable causes of errors made on the Unit Quiz.

Pupils should mark their Spelling Progress Charts at this time. Those who score 80 percent or better (16 or more correct) have apparently mastered the unit's formulas and word list. They should proceed to the Look Ahead section on the last page of the unit. Pupils who score less than 80 percent should review the unit's formulas and list words by proceeding to the Look Again section on the last page of the unit.

Special Spelling Problems. The sound-to-spelling patterns of certain words in all the units in the grade 6 *Spell/Write* may prove especially difficult for those pupils whose spoken-language backgrounds have been unusually deficient. The teacher's notes for these units include some special remedial techniques that can help such pupils catch up. A discussion of these techniques begins on page 4T.

Day E Each Spelling Unit's fourth page allows you to track pupils according to their individual needs. A score of less than 80 percent on the Unit Quiz indicates that more time should be spent with the unit's sound-to-spelling patterns. The Look Again activities present the key phoneme-grapheme relationships in a fresh way.

The Teacher's Edition provides supplementary activities to be used with those pupils who seem to need additional review of the unit's work.

A score of 80 percent or better on the Unit Quiz indicates sufficient mastery of the word list and formulas. Pupils achieving this level proceed directly to the Look Ahead part of the page. The activities presented here are enriching, advancing pupils into vocabulary building and creative writing experiences.

The construction of a Spelling Unit's fourth page supplies you with many options. At times, the entire class will benefit from exposure to both parts of the fourth page. Some pupils may catch on after working with only part of the Look Again activity. Situations may also arise in which Look Ahead pupils can help their classmates with Look Again work.

REVIEW UNITS

There are four Review Units (12, 20, 28, and 34) in the grade 6 *Spell/Write.* These Review Units appear after natural groupings of Spelling Units. Because the Review Units have been placed where they are needed, they do not occur at six- or eight-week intervals. The grade 6 Review Units begin with list words and move to nonlist words having phoneme-grapheme patterns that have been studied. By using new words in new situations, the pupils actually review what they have learned and apply that knowledge to the language, rather than to previously learned words.

DICTIONARY UNIT AND SPELLING DICTIONARY

The Dictionary Unit (Unit 13) familiarizes pupils with the dictionary skills they will need at the grade 6 level.

In succeeding grades, the dictionary skills will expand with the needs of the pupils. For example, the majority of grade 6 pupils have a need for the dictionary knowledge of pronunciation and meaning. Unit 13 concentrates on those skill areas, leading to later units that will have activities that utilize and reinforce them.

The Spelling Dictionary is limited to entries that are tied either to the Dictionary Unit or to activities that lead the pupils to look up specific words. The entries have therefore been written with specific skill areas in mind. In the course of the year, nearly all entries will have been looked up by most of the pupils.

SECTION TWO: THE SPELLING PROCESS

Abilities to Spell

Not all pupils learn to spell in the same way or at the same speed. Some have well-developed memories that enable them to learn most words with which they have any contact. Others have underdeveloped memory skills and therefore require the development of other skill areas before they can be expected to learn the spelling of a word.

In addition, pupils' backgrounds play a part in their ability to relate the phonemes that they hear to the graphemes they see. If, for example, a child grows up where endings such as **ed** or **ing** are either dropped or slurred, then he or she may need extra help before he or she can reasonably be expected to write these endings.

Five Steps to Spelling a Word

1. INPUT

Words are acquired either through hearing them or by reading them. Young children's initial contact with words is through hearing them spoken by others. Therefore, regional accents, minority group dialects, and careless or careful speech habits all combine to supply the sounds that pupils bring with them to the classroom.

2. ANALYSIS

When asked to spell a word, pupils are really being asked to match a word they have heard with the recently learned graphemes that represent the sounds of that word. Asking pupils to spell a word is a request for them to associate written letters with sounds they already know. Therefore, **mother** might first be spelled "muther" because this spelling—although incorrect—is a logical connection between the sound /muɌHʼər/ and the letters that this particular pupil has learned. The process that produced "muther" indicates that this pupil has started to develop some of the memory skills that allow him or her to associate phonemes with their likely graphemes. Therefore, the error is based upon an irregularity in the language—a significant difference between the oral and the written language—rather than upon an error in association skills.

3. PHONEME-GRAPHEME RELATIONSHIPS

When a word is heard, pupils attempt to match graphemes to phonemes. They do so by drawing upon two deposits in their memory banks. The first deposit is composed of words heard and read, and the second is made up of written letters that make up all words.

If pupils attempt to learn the spelling of one word at a time, then a rapid expansion of learned spellings will probably not take place. If, on the other hand, the pupils are able to relate the phonemes of some words to those in others and if they can learn the graphemes that represent those phonemes, they will be in a position to project phoneme-grapheme relationships from old words to new.

4. KINESTHETIC OUTPUT

Eventually a written word comes out in a way that corresponds to what a pupil believes to be the correct order of its graphemes. However, this process opens the door to many pitfalls: Letters that are left out, extra letters that are inserted, and letters that are not in their proper places. All this must take place within seconds and against a background that stresses whole sentences rather than the spelling of each word.

5. PROOF

Once a word is written, the pupils check it against their memory deposits. If the word seems to check out, no further work is done. If the word seems wrong, they may cycle back through this process, usually beginning with step 2 or step 3.

If a breakdown occurs at any point in this process, then a word is likely to be misspelled. Also, some pupils are weak in some of the steps and strong in others, and a few pupils are strong in all.

Each step calls upon a different set of subskills. For example, the skill required to form legible letters is not the same skill that is needed in understanding phoneme-grapheme relationships. An additional skill is the ability to recall the sounds of a word. Therefore, instead of a single treatment for the poor speller, a variety of remedial techniques must be available, each geared to what has really led to a misspelled word.

Analysis and Treatment of Spelling Problems

Because it may signal basic skill weaknesses, a spelling error should be regarded as a piece of information. Properly understood, the misspelling may enable a teacher to

unearth the cause of many potential errors. For example, suppose a pupil misspells **saved** by omitting the letter **d.** The implications of this problem are significant: Does it mean that this pupil does not hear the /d/ sound at the end of **saved?** Or does it mean that **ed** does not occur in his or her dialect? Or does it mean that he or she does not know how to add **ed** to a word that already ends in **e?** Or is it simply carelessness that might be repeated?

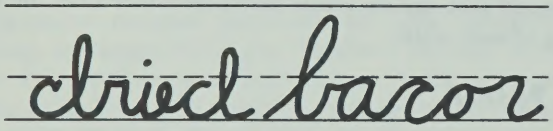
For remedial purposes, a spelling problem is dealt with first by an *analysis* of the cause and then by a *treatment* designed specifically for that cause.

At the grade 6 level, deficiencies that cause spelling problems fall into three categories: (1) handwriting skills, (2) hearing skills, and (3) visual skills.

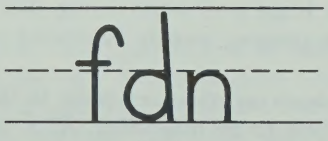
The following recommended treatments are arranged to correspond with these grade 6 problem areas. They are class-tested activities that put pupils through the mental and physical motions needed in the spelling process. In other words, the treatments are not designed for specific misspelled words but are intended to strengthen basic skills needed in the five steps to spelling a word.

1. HANDWRITING SKILLS

Analysis Careless or inadequately developed handwriting can produce errors that technically are not misspellings but, rather, are misrepresentations. In the samples below, a misformed letter led to a misspelled word.



(dried) (bacon)



(fan)

Treatments for Poor Letter and Word Formation

1. *Materials:* Pupils' papers with misformed letters.
   Activity: Emphasize that words have been miswritten rather than misspelled. Pupils practise the correct formation of improperly formed letters.
2. *Materials:* Used handwriting texts.
   Activity: Pupils trace exercises on letters they have had difficulty with.
3. *Materials:* Chalkboard.
   Activity: Write words with difficult letters. Pupils repeatedly trace over the words as they say them, paying particular attention to the shape of the difficult letters.
4. *Materials:* Stopwatch, duplicated sheets with writing samples.
   Activity: Pupils trace over letters, words, and sentences on duplicated sheets, attempting to increase their speed each time. Encourage pupils to write the letters rather than draw them. Time pupils' writing and look for an increase of writing fluency with legibility accompanied by the decrease of time needed.
5. *Materials:* Duplicated sheets with handwriting samples on the right-hand side.
   Activity: Pupils copy the samples and attempt to make their own work look as much like the samples as possible.

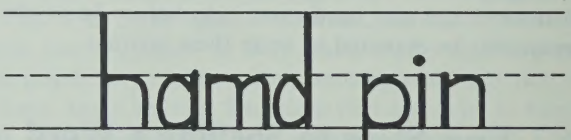
2. HEARING SKILLS

Analysis Some pupils misspell words because they have difficulty discriminating between similar, but different, sounds. Evidence of this difficulty occurs when pupils consistently substitute letters that produce nearly the same sound as the correct one, for example, **m** for **n, t** for **d,** or **e** for **i.**

Lack of ability to remember letter sequences is another weakness in auditory discrimination. For example, some pupils consistently spell the first syllable of a word correctly but spell the second or third syllable incorrectly.

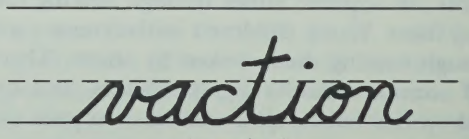
Hearing and Dialect When children grow up listening to a dialect of English, certain standard phonemes may be omitted from their awareness or heard in a form that makes the standard written form hard to recognize. A regional pronunciation of **wash** might come out as "warsh," or the pronunciation of **getting** may be shortened to "gettin'." Many of the phonoemes studied in grade 6 are often given varied pronunciations because of different dialects.

Letter-Sound Substitution

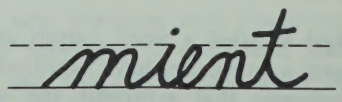


(hand) (pen)

Memory for Sequence of Sounds



(vacation)



(minute)

Treatments for Poor Sound Formation

For optimum results, every pupil should have a hearing test. You should know the decibel range of each pupil's hearing and be aware of all pupils that have hearing deficiencies. In those activities where pupils must produce the sound after a model, a "buddy system," whereby another pupil serves as a model by producing the sound correctly, may be helpful. Both pupils will benefit because the sample speaker can profit from the sound-symbol review.

1. *Materials:* Piece of paper.
   Activity: Discrimination of the /hw/ and /w/ sounds. Hold paper loosely in front of a pupil's lips. Have him or her pronounce the /hw/ sound words so that he or she can see the paper move.
2. *Materials:* Mirrors.
   Activity: To help pupil produce unstressed schwa, show him or her how your lips and jaw are relaxed and then ask him or her to watch in the mirror as he or she produces the sound. (*Note:* Since schwa cannot be produced in isolation, it must be presented within words. Use word pairs to contrast presence of schwa: banan**a**, bat; **a**cross, an; trav**e**l, elbow.)
3. *Materials:* Nonsense words with the sound in either the initial or the final position.
   Activity: Use nonsense words with the sound in the initial or the final position because it is easier to hear and reproduce sounds in those positions. Pupils reproduce the word after the model.
4. *Materials:* Nonsense words paired with real words.
   Activity: Pupils pronounce the pairs after the model and indicate the position of the sound on the basis of hearing alone because many words are spelled differently than they sound.

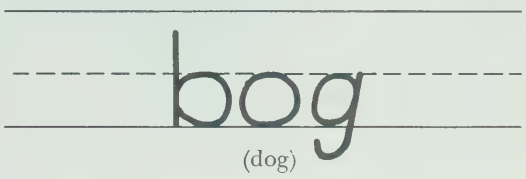
Treatments for Whole Word Recognition

1. *Materials:* List of words, all of which rhyme but one.
   Activity: Pupils raise their hands when they hear or see a nonrhyming word.
2. *Materials:* A word with a difficult sound.
   Activity: Pupils think of rhyming words that have the same difficult sound, and then they pronounce them.
3. *Materials:* Alliterative sentences, such as: "**Bobby** is a **boy. Bobby** is a **big boy. Bright Bobby** is a **big boy.**"
   Activity: Pupils repeat one sentence at a time. Keep adding one more alliterative word after each successful try by pupils.
4. *Materials:* A story.
   Activity: Read the story to pupils. Pupils retell the story in their own words. (*Suggestion:* Keep adding details or events to the story as pupils progress.)
5. *Materials:* Nonsense rhymes with the last word missing: "Did you ever see a **mouse**/living in a (house)? Did you ever see a **goat**/wearing a blue (coat)?"
   Activity: Pupils fill in words to complete sentences.
6. *Materials:* A familiar poem.
   Activity: Recite the poem and then recite it again, leaving out the last words of some lines. Pupils supply the missing words.

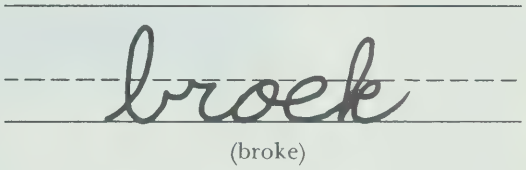
3. VISUAL SKILLS

Analysis Correctly visualizing a word is a critical ability in successful spelling. Weaknesses in this area can be identified by reversed or inverted letters or by groups of letters consistently written in an incorrect sequence.

letter reversal



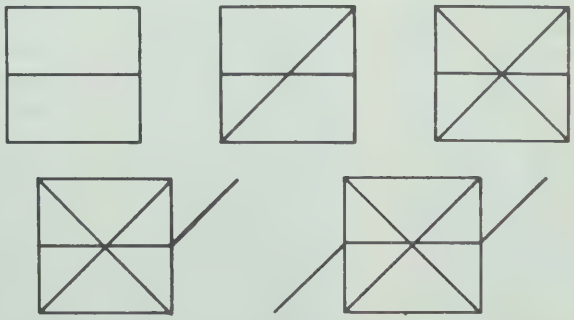
letters transposed



letters added

Treatments for Poor Letter Recognition

1. *Materials:* Used workbook or duplicated sheets.
   Activity: Pupils circle particular blends or digraphs, such as **sh, nd, ng, ch.**
2. *Materials:* Two to four designs on a sheet.
   Activity: Pupils duplicate the designs on another sheet. Increase the difficulty as pupils progress.
3. *Materials:* A set of cards, each containing one more element in the design than the previous card.
   Sample:



Activity: Pupils sort cards so that the simplest design begins the sequence and the most complex design ends the sequence. Add more complex items as pupils progress.

Treatments for Whole Word Recognition

1. *Materials:* Chalkboard or pieces of paper.
   Activity: Write a group of letters (such as **m t a e**). Pupils will then write as many sequences of these letters as will make words (such as **meat, team, mate, tame**). Games such as Scrabble are useful in building this skill.
2. *Materials:* Many cards with words that differ in a way that calls attention to the letter sequence (such as **waits, waist**).
   Activity: Pupils match similar spellings and then explain the differences.
3. *Materials:* Large flashcards with single words printed on them.
   Activity: Pupils spell the word after the card is withdrawn.
4. *Materials:* Several pairs of cards that are face down on a table.
   Activity: One pupil finds a pair that matches. If he or she is successful, he or she keeps the cards and tries to find another pair. If he or she cannot, another pupil takes a turn.

SECTION THREE: WORD LISTS

List Words

Key
Numbers in parentheses indicate units.
Heavy type indicates key words.
Asterisks indicate dictionary entries.

ability (8)
absence (3)
absent (3)
accident (3) *
ache (17)
achieve (27)
active (7, 31)
activity (8)
a.m. (30)
addition (5)
admitted (23)
adventure (7)
afraid (31)
album (15)
alive (31)
allowance (4)
A.M. (30)
ambition (5)
ambulance (4)
anchor (17)
angel (9)
angle (10)
ankle (10)
answerable (24)
appearance (4)
arrival (22)
article (10)
artist's (29)
artists' (29)
assistance (4)
assistant (4)
attack (25)
attendance (4)
attendant (4)
attentive (7)
attic (15)
attractive (7)
audience (3) *
autograph (16)
aviator (11)
awfully (6)
badly (6)
balance (4)
barely (6)
bartering (24)
battled (22)
B.C. (30)
beautifully (6)
beauty (8)
begin (23)
beginner (23)
beginning (23)
belong (25)
bicycle (17)
biography (16)
blew (19)
blue (19)
bookcase (33)
border (14)
bothered (24)
brake (19)
brave (31)
break (19)
bubble (10)
bugle (10)
bundle (10)
busier (21)
busiest (21)
busy (21)
butterfly (33)
buy (19)
by (19)
cable (10)
calf (18)
calm (18)
calves (26)
campus (15)
captive (7)
capture (7)
carefully (6)
carnival (9)
celebration (22)
certainly (6)
chalk (18)
channel (9)
character (17)
chartering (24)
cheerfully (6)
choir (17)
chorus (17)
Christmas (17)
civil (10)
clothes (26)
clover (14)
cm (30)
coast (32)
collect (25)
collection (5)
comfortable (21)
command (25)
committing (23)
community (8)
compelled (23)
condition (5)
conductor (11)
conferring (23)
connect (25)
consideration (24)
controller (23)
copper (15)
correct (25)
costume (15)
couple (32)
covered (24)
cradle (10)
crazy (14)
criminal (9)
current (3) *
dead (31)
debt (18)
decided (22)
deer (26)
delivered (24)
devil (10)
diet (27)
difference (3)
different (3)
difficulty (8) *
direct (25)
direction (5)
director (11)
disappear (32)
discoverer (24)
discussion (5)
disease (14)
distance (4)
distant (4)
divider (22)
doctor's (29)
doctors' (29)

doubt (18)
doz. (30)
Dr. (30)
dumb (18)
dusty (8)
earlier (21)
earliest (21)
early (21)
echo (17)
edition (5)
editor (11)
education (5) *
eighteen (27)
eighth (27)
eighty (27)
either (27)
elect (25)
election (5)
elephant (16)
elevator (11)
elk (26)
entering (24)
equal (9, 16)
equality (8)
equally (6)
equipping (23)
erase (22)
erased (22)
erasing (22)
escape (15)
evidence (3) *
evil (10)
example (10)
excusing (22)
expect (25)
expelled (23)
experience (3) *
express (25)
eyebrows (33)
fair (32)
faith (32)
false (31)
feature (7)
finally (6)
finish (25, 31)
fireworks (33)
fish (26)
fixture (7)
forbidden (23)
foreign (27)
foreigner (27)
forgetting (23)
forgiven (22)
formation (5)
foundation (5)
fragrant (4)
friendlier (21)
friendliest (21)
friendly (6, 21)
furnish (15, 25)
g (30)
gardener (24)
gathering (24)
generally (6)
gentle (10)
geography (16)
gleam (32)
glitter (32)
govern (14)
gradual (9)
gradually (6)
grandstand (33)
graph (16)
grasshopper (33)
gymnasium (17) *
half (18)
halves (26)
hammer (15)
handkerchief (27)
happened (24)
happier (21)
happiest (21)
happy (21)
heavy (32)
he'd (29)
height (27)
here's (29)
hobby (14)
hollow (14)
horrible (7)
hospital (9)
however (33)
how's (29)
huge (32)
hydrogen (17)
iceberg (33)
I'd (29)
imagination (22)
importance (4)
important (4)
influence (3) *
information (5) *
instance (4)
instant (4)
intelligence (3)
intelligent (3)
interest (25)
inventor (11)
invitation (22)
jackknife (33)
janitor (11)
jewel (9)
jollier (21)
jolliest (21)
jolly (21)
just (32)
kg (30)
km (30)
kneel (18)
knit (18)
knives (26)
knob (18)
knowledge (18)
knuckles (18)
L (30)
labour (32)
large (32)
largely (6)
leaves (26)
liberty (8)
lives (26)
loaves (26)
local (9)
locally (6)
location (22)
loitering (24)
lonely (6)
m (30)
majesty (8)
majority (8)
manager (11)
manufacturer (22)
maple (10)
material (9)
meanwhile (33)
mechanic (17)
member (15)
merchant (4)
mg (30)
mighty (8)
mineral (9)
minor (14)
minority (8)
mischief (27)
mischievous (27)
Miss (30)
mittens (15)
mixture (7)
mL (30)
mm (30)
moisture (7)
moment (14)
more comfortable (21)
most comfortable (21)
motive (7)
M.P. (30)
M.P.P. (30)
Mr. (30)
Mrs. (30)
Ms. (30)
mystery (17)
national (9)
natural (9)
neigh (27)
neither (27)
nicely (6)
noble (10)
noticing (22)
numb (18)
oar (19)
object (14, 25) *
objection (5)
occurring (23)
offer (15)
omitted (23)
opened (24)
orchestra (17)
order (24)
ordered (24)
ore (19)
overcoat (33)
owner (11)
paddle (10)
pail (19)
pair (32)
pale (19)
palm (18)
pancake (33)
paraded (22)
paragraph (16)
parent (3) *
passive (31)
pasture (7)
peace (19)
pencil (10)
pepper (15)
performance (4
permitting (23)
petal (9)
phone (16)
phonograph (16)
photograph (16)
picture (7)
piece (19)
plantation (5)
player (11)
player's (29)
players' (29)
pleasant (4)
plenty (8)
P.M. (30)
p.m. (30)
position (5)
possession (5)
possible (7)
posture (7)
practising (22)
preferred (23)
pres. (30)
presence (3)
present (3, 25) *
president (3) *
prevent (25)
prevention (5)
printer (11)
professor (11)
promised (22)
propeller (23)
protect (25)
psychologist (17)
public (15)
puncture (7)
pupil (10)
pupil's (29)
pupils' (29)
purity (8)
puzzle (10)
quality (8)
quantity (8)
quarrel (9)
quart (16)
quarter (16)
question (16)
quick (16, 32)
quickly (6)
quiet (16, 27)
quit (16)
quite (16)
quiz (16)
raincoat (33)
rebelling (23)
referring (23)
regretted (23)
reign (27)
relation (22)
remembering (24)
report (25)
return (25)
right (31)
rooster (15)
rotate (14)
rough (31)
sample (10)
scissors (26)
seacoast (33)
seize (27)
sensible (7)
sentence (3) *
servant (4)
settler (22)
several (9)
she'd (29)
sheep (26)
shelter (14)
shelves (26)
shinier (21)
shiniest (21)
shiny (21)
shore (32)
signal (9)
silence (3)
silent (3)
sincerely (6)
slow (31)
smooth (31)
somehow (33)
sour (31)
speaker (11)
special (9)
speedy (32)
speller (11)
splendid (14)

square (16)
squirrel (16)
start (31)
static (14)
stomach (17)
student (3) *
submitted (23)
subtraction (5)
succeed (14)
success (14)
suddenly (6)
suffer (14)
suggest (15, 25)
support (15)
supposed (22)
surprising (22)
sweet (31)
swift (31)
syrup (17)
system (17)

tailor (11)
teacher's (29)
teachers' (29)
telegraph (16)
temptation (5)
tennis (15)
terrible (7)
that's (29)
their (27)
themselves (26)
therefore (33)
they'd (29)
thick (31)
thieves (26)
thin (31)
thirsty (8)
threw (19)
thrifty (8)
through (19)
throughout (33)

thumbs (18)
timber (14)
toaster (11)
traffic (15)
trailer (11)
transferred (23)
treaty (8)
tricycle (17)
trousers (26)
true (31)
trust (32)
tweezers (26)
type (17) *
typewriter (17)
understand (33)
unity (8)
usual (9)
usually (6)
vacant (4)
vacation (5)

vanish (32)
varnish (15)
vein (27)
vessel (9)
view (27)
visible (7)
visit (14)
visitor (24)
volleyball (33)
wait (19)
walrus (15)
wandering (24)
warrior (11)
way (19)
weathered (24)
we'd (29)
weigh (19)
weight (19)
weighty (32)
wharves (26)

what's (29)
whatever (33)
who's (29)
wives (26)
wolves (26)
woman (14)
wondering (24)
work (32)
worker (11)
wrecked (18)
wrestle (18)
wring (18)
wrinkle (18)
wrong (31)
wrung (18)
you're (19)
your (19)

Irregular Words

Key
Numbers in parentheses indicate units.

afterward (19)
armour (17)
atom (8)
attic (3)
awkward (22)
backward (19)
baggage (5)
ballot (26)
bandage (4)
bantam (9)
basin (14)
beaten (10)
blanket (29)
blossom (8)
bottom (9)
bucket (29)
cabin (14)
canary (23)
canvas (25)
carrot (26)
cashier (18)
chosen (11)
climate (27)
commercial (31)
companion (33)
compass (25)
conscious (32)

courage (5)
coward (22)
custom (9)
damage (4)
deaden (10)
delicate (27)
delicious (32)
dictionary (23)
downward (21)
eastward (21)
electric (3)
engine (15)
engineer (18)
examine (15)
fallen (10)
fatten (11)
fertile (6)
financial (31)
flavour (17)
forest (30)
forward (19)
fragile (6)
freedom (8)
frontier (18)
furnace (24)
gasoline (16)
genuine (15)

gracious (32)
harden (10)
harvest (30)
honest (30)
hostile (6)
honour (17)
humour (17)
imagine (15)
immediate (27)
interest (30)
inward (19)
kingdom (8)
legal (7)
lettuce (25)
luscious (32)
machine (16)
magazine (16)
magnet (29)
manage (4)
margin (14)
marine (16)
marriage (5)
medicine (15)
menace (24)
metal (7)
military (23)
million (33)

missile (6)
modest (30)
mustard (22)
necessary (23)
necklace (24)
northward (21)
official (31)
onion (33)
opinion (33)
orchard (22)
outward (19)
palace (24)
parrot (26)
picnic (3)
pilot (26)
pioneer (18)
pirate (27)
plural (7)
precious (32)
private (27)
problem (9)
program (9)
purchase (25)
purpose (25)
raisin (14)
riot (26)
risen (11)

rocket (29)
rotten (11)
sardine (16)
satin (14)
savage (4)
secret (29)
secretary (23)
seldom (8)
shortage (4)
social (31)
soften (10)
southward (21)
special (31)
standard (22)
storage (5)
surface (24)
taken (11)
terrific (3)
textile (6)
total (7)
traffic (3)
trial (7)
union (33)
vapour (17)
volunteer (18)
voyage (5)
westward (21)

Spelling-Reading Correlation Chart

Phonic Analysis

Auditory-Visual Discrimination

Consonants

Initial

/b/**b**	1: *18–19, 68, 76, 77, 78, 84, 100–101, 110–111**
	2: 2
/k/**c**	1: *32–33, 70, 75, 76, 80, 84*
/d/**d**	1: *22–23, 68, 76, 78, 84, 104–105, 110–111*
/f/**f**	1: *44–45, 69, 76, 80, 85, 102–103, 110–111*
/g/**g**	1: *36–37, 70, 76, 77, 81, 84, 100–101, 110–111*
/h/**h**	1: *40–41, 71, 76, 80, 84*
/j/**j**	1: *50–51, 72, 77, 82, 85*
/k/**k**	1: *34–35, 70, 76, 82, 84*
/l/**l**	1: *52–53, 72, 75, 77, 78, 85*
/m/**m**	1: *26–27, 69, 76, 80, 84, 104–105, 110–111*
/n/**n**	1: *28–29, 69, 76, 82, 84, 102–103, 110–111*
/p/**p**	1: *16–17, 68, 74, 76, 77, 78, 84, 106–107, 110–111*
/r/**r**	1: *60–61, 73, 77, 81, 85*
/s/**s**	1: *54–55, 72, 75, 77, 79, 85*
/t/**t**	1: *20–21, 68, 74, 76, 78, 84, 106–107, 110–111*
/v/**v**	1: *46–47, 71, 76, 79, 85*
/w/**w**	1: *42–43, 71, 76, 77, 81, 85*
/y/**y**	1: *62–63, 73, 77, 82, 85*
/z/**z**	1: *56–57, 72, 75, 77, 79, 85*

*Level 1 notations refer to page numbers. All other notations refer to unit numbers.

Final

/k/**c**	6: 3
/g/**g**	1: *108–109*
/n/**n**	1: *108–109*
/s/**s**	4: 21
/z/**s**	4: 21
	6: 26
/t/**t**	1: *108–109*
/ks/**x**	1: *66–67, 73, 85*

Consonant Blends

Initial

/bl/**bl**	3: 4
/br/**br**	2: 11
/kl/**cl**	2: 10
	3: 3
/kr/**cr**	2: 10
/dr/**dr**	2: 11
	3: 3
/fl/**fl**	2: 13
	3: 4
/fr/**fr**	2: 13
/gl/**gl**	3: 5
/gr/**gr**	2: 11
/pl/**pl**	2: 10
	3: 5
/sl/**sl**	2: 13
	3: 3
/sp/**sp**	2: 12
/st/**st**	2: 12
/tr/**tr**	2: 12

Final

/mp/**mp**	2: 14
/nd/**nd**	2: 14
/ngk/**nk**	2: 15
/nt/**nt**	2: 15
/st/**st**	2: 14

Consonant Clusters

Initial

/ch/**ch** 2: 19
/k/**ch** 6: 17, 20
7: 6
/s/**ci** 5: 32
/g/**gu** 5: 25
/n/**kn** 6: 18, 20
/f/**ph** 6: 16
7: 6
/kw/**qu** 1: *64–65, 73, 77, 81, 85*
2: 19
3: 5
/sh/**sh** 2: 19
unvoiced /th/**th** 2: 20
voiced /ŦH/**th** 2: 20
/hw/**wh** 2: 20
/r/**wr** 6: 18, 20

Medial

/sh/**ci** 7: 18
/kw/**qu** 6: 16
7: 6
/sh/**ti** 7: 18

Final

/ij/**age** 6: 4
/t/**bt** 6: 18, 20
/s/**ce** 5: 32
/ch/**ch** 2: 21
/k/**ck** 2: 22
3: 4
/j/**ge** 5: 32
/f/**gh** 5: 30
/g/**gue** 7: 7
/k/**gue** 7: 7
/l/**ll** 2: 22
/m/**lm** 6: 18, 20
/ng/**ng** 2: 21
/f/**ph** 6: 16, 20
/s/**se** 4: 6, 7
/sh/**sh** 2: 21
3: 4
/s/**ss** 2: 22
3: 6, 15
/z/**se** 4: 6, 7
/v/**ve** 5: 33

Vowels

Short

/a/**a** 1: *24–25, 68, 74, 76, 83, 84, 88–89, 98–99*
2: 2, 3, 8
3: 2, 30
7: 2
/a/**a** (in first syllable of C-V-C-C word)
4: 27
/e/**a** 2: 27
5: 16
/e/**e** 1: *30–31, 69, 75, 83, 84, 90–91, 98–99*
2: 4, 8
3: 2, 30
7: 2
/e/**e** (in first syllable of C-V-C-C word)
4: 27
/i/**e** 4: 12
/ist/**est** 6: 30
/i/**i** 1: *38–39, 70, 76, 83, 84, 92–93, 98–99*
2: 2, 6, 8
3: 2, 30
7: 2
/i/**i** (in first syllable of C-V-C-C word)
4: 27
/i/**o** 4: 26
/o/**o** 1: *48–49, 71, 83, 85, 94–95, 98–99*
2: 5, 8
3: 2, 30
4: 31
7: 2
/o/**o** (in first syllable of C-V-C-C word)
4: 27
/u/**o** 4: 16, 17
5: 18, 21, 28
/i/**u** 4: 26
5: 17
/u/**u** 1: *58–59, 72, 77, 83, 85, 96–97, 98–99*
2: 7, 8
3: 2, 30
7: 2
/u/**u** (in first syllable of C-V-C-C word)
4: 27
/i/**y** 6: 17
7: 2, 6

Long

/ā/**a** (at the end of a syllable) 4: 28
/ā/**a** (**a**-C-**e**) 2: 24, 25
3: 3
4: 4, 11, 28
5: 3
7: 3
8: 6
/ā/**a** (**a**-C-**le**) 3: 30
/ē/**e** (at the end of a syllable) 4: 28
7: 3
/ē/**i** 5: 4
/ī/**i** (at the end of a syllable) 4: 28
7: 3
/ī/**i** (**i**-C-**e**) 2: 24, 26
3: 3
4: 7, 11
7: 3
8: 6
/ī/**i** (**i**-C-**le**) 3: 30
/īld/**ild** 4: 14
/īnd/**ind** 3: 32
4: 14
/ō/**o** (at the end of a syllable) 4: 28
7: 3
/ō/**o** (**o**-C-**e**) 2: 24, 27
3: 3, 14, 15
4: 6, 11
7: 3
8: 6
/ōld/**old** 3: 32
/ōst/**ost** 4: 23
/ōth/**oth** 4: 23
/ū/**u** (at the end of a syllable) 4: 28
7: 3
/ū/**u** (**u**-C-**e**) 2: 24, 28
3: 3
7: 3
8: 6
/ē/**y** 2: 29
4: 20, 25, 30
7: 3
/i/**y** 2: 29
4: 22
6: 17
7: 2

Vowel Digraphs	/ā/**ai**	3: 11, 12	/ū/**eau**	4: 22	/ē/**ie**	4: 18	/ů/**ou**	4: 18
		4: 4, 11, 28	/ē/**ee**	2: 28		5: 30	/ü/**ou**	2: 20
		5: 3		3: 3, 9, 10		6: 27		4: 19, 25
		7: 3		4: 5, 11, 21, 25		7: 3	/ô/**ough**	2: 21
	/e/**ai**	5: 16		7: 3	/ī/**ie**	4: 22, 25		3: 17
	/ā/**aigh**	5: 3	/ē/**ei**	4: 18		7: 3	/ō/**ough**	5: 6
	/ô/**au**	4: 21		5: 4, 30	/ī/**igh**	2: 14	/ō/**ow**	3: 14, 15, 17
	/ô/**augh**	3: 17		6: 27		3: 22		4: 6, 11
	/ô/**aw**	3: 31		7: 3		4: 13, 22, 25		5: 6
	/ā/**ay**	3: 11, 12	/ā/**eigh**	4: 27, 28		7: 3		7: 3
		4: 4		5: 30	/ō/**oa**	3: 15	/ü/**ue**	4: 20
		7: 3		6: 27		4: 6, 11	/ū/**ue**	5: 33
	/e/**ay**	5: 16		7: 3		7: 3	/i/**ui**	5: 17
	/ā/**ea**	4: 28	/ā/**et**	7: 3, 7	/u-oe	5: 18, 28	/ü/**ui**	4: 22
		7: 3	/ū/**ew**	7: 3	/ü/**oe**	2: 20	/i/**uy**	5: 5
	/e/**ea**	3: 15	/ü/**ew**	3: 19	/ů/**oo**	4: 8		
		4: 15, 17	/ā/**ey**	2: 19	/ü/**oo**	2: 20		
		5: 16, 24		5: 3		4: 8, 22		
	/ē/**ea**	3: 9, 10	/ē/**ey**	4: 21, 25	/ô/**ou**	4: 23		
		4: 5, 11		7: 3	/u/**ou**	4: 16, 17		
		7: 3	/e/**ie**	2: 31		5: 21, 28		

Vowel Diphthongs	/oi/**oi**	3: 16	/oi/**oy**	3: 16	/ou/**ou**	3: 17	/ou/**ow**	3: 17
		4: 9		4: 9		4: 9		4: 9

Other Vowels	/ôl/**all**	3: 31	/ü/**o**	4: 19, 22, 25	/ů/**u**	4: 18	/ü/**u**	4: 19, 25
	/ô/**o**	3: 31						

R-Controlled Vowels	/är/**air**	4: 12, 17		3: 14	/ėr/**ere**	2: 12	/ėr/**or**	2: 12
	/är/**ar**	3: 7		4: 13	/ār/**ere**	4: 30		4: 13
		7: 24	/ir/**ear**	4: 12, 17	/ir/**ier**	6: 18	/ėr/**or**	3: 14
		8: 2	/ir/**eer**	4: 12, 17	/ėr/**ir**	3: 8	/ôr/**or**	3: 7
	/ôr/**ar**	4: 5		6: 18		7: 24		7: 24
	/ār/**are**	4: 12, 17	/ār/**eir**	2: 19		8: 2		8: 2
	/ār/**ear**	2: 31	/ėr/**er**	3: 8	/ör/**oor**	2: 25	/ėr/**ur**	3: 8
	/ėr/**ear**	2: 12		7: 24	/ör/**our**	2: 25		7: 24
				8: 2				8: 2

Schwa

/ə/ as an unaccented vowel symbol **7:** 4
Association of schwa sound with a given group of words **7:** 5
/ə/a **3:** 28
4: 8, 9, 15, 24, 33
5: 9, 15
7: 4
/ij/ **age** **5:** 11, 15
/ən/**ain** **5:** 11, 15
/əl/**al** **6:** 7, 9, 12
/əm/**am** **6:** 9
/əns/**ance** **6:** 4
8: 8
/ənt/**ant** **6:** 4
8: 8
/ər/**ar** **4:** 14, 17
5: 13, 15, 32
/āshən/**ation** **6:** 5
8: 8
/shəl/**cial** **6:** 31
/shən/**cian** **8:** 8
/ə/**e** **4:** 15, 33
7: 4
/əl/**el** **5:** 12, 15
6: 9, 12
/əm/**em** **6:** 9
/ən/**en** **5:** 10, 15
6: 10
/əns/**ence** **6:** 3, 12
8: 8
/ənt/**ent** **6:** 3, 12
8: 8
/ər/**er** **4:** 14, 17
5: 13, 15, 32
6: 11, 12, 17
/ə/**i** **4:** 33
7: 4
/is/ **ice** **5:** 11, 15
/əl/**il** **6:** 10, 12
/əl/**ile** **6:** 6
/ən/**in** **6:** 10
/ən/**ion** **6:** 5
/ishən/**ition** **6:** 5
8: 8
/əl/**le** **5:** 12, 15
6: 10, 12
/ə/**o** **4:** 33
7: 4
/əm/**om** **6:** 8, 9
/ən/**on** **5:** 10, 15
/ər/**or** **4:** 14, 17
5: 13, 15, 32
6: 11, 12, 17
/ət/**ot** **6:** 26
/shən/**sion, tion** **8:** 8
/ə/**u** **7:** 4

Syllabication

Dividing words between the consonant and the second vowel letter when the first vowel sound is short **6:** 14, 20
7: 20
Dividing words between the first vowel letter and the consonant when the first vowel sound is long **6:** 14, 20
7: 20
Dividing words between two consonants when the consonants separate the vowel sounds **6:** 14, 20
7: 20
Hearing a schwa sound for the vowel letter when the syllable is unaccented **8:** 6
Marking accented syllables **5:** 14
6: 13
8: 11
Noting primary accents **5:** 14
6: 13
8: 11
Noting secondary accents **6:** 13
8: 11
Noting syllables in compound words **3:** 22
Putting syllables together to form words **3:** 22, 25
4: 9, 20
Seeing how suffixes add syllables to words **5:** 5
Seeing how words are divided into syllables in a dictionary **3:** 13
4: 10
5: 14
6: 13
7: 20
8: 11
Seeing syllabication in words in which the two vowels together split to form separate syllables **5:** 33
Seeing that /ə/a indicates an unaccented syllable **3:** 28
4: 8, 9, 15, 24, 33
5: 9, 15
Seeing that vowel sound is a clue to syllabication **4:** 10
5: 14
6: 13, 15, 20
7: 20
8: 11

Visual Discrimination

Seeing antonyms **5:** 20
6: 31
Seeing homographs **5:** 18
Seeing prefixes **7:** 14
8: 12
Seeing root words **3:** 26, 29
4: 23, 29, 30
5: 31
Seeing singular and plural forms **4:** 23, 24
5: 31
Seeing specific words **8:** 27, 28
Seeing synonyms **5:** 20
6: 32
7: 29
8: 16, 25

Seeing words that are list words
4: 13
5: 4, 7, 21, 23, 26, 33
6: 5, 7, 17, 33
Seeing words that are spelled alike
1: *89, 91, 93, 95, 97, 101, 103, 105, 107, 109, 111*
2: 7, 12, 14, 20, 28
3: 7, 16, 18, 23
4: 5, 8, 9, 12, 15, 16, 19, 21, 24, 26, 31 32
5: 5, 16, 21, 25, 27, 30, 31
6: 3, 15, 18, 19, 24, 26
7: 16, 25
8: 24
Seeing words that are spelled differently 2: 4, 6
Seeing words that contain the same letters 3: 11
Seeing words that do not have clusters or blends 2: 21
Seeing words that have blends 2: 11, 13, 15
Separating words from groups of letters 6: 3, 9, 10, 11, 16, 18
7: 12, 15, 23
Separating words in sentences
5: 8, 15, 22, 29, 34
6: 3, 4, 8, 10

Structural Analysis

Changing y to i in C-y words before adding endings 4: 23, 28
5: 28, 31
6: 21
7: 10
Compound words 2: 31
3: 22
4: 26, 34
5: 16, 17
6: 33
7: 27
8: 17, 18
Contractions 3: 24
4: 24
5: 21, 22
6: 29
Doubling final consonant in C-V-C words before adding endings
3: 22, 28, 29
4: 30, 34
5: 24
6: 23
7: 11
8: 5
Dropping final e in V-C-e words before adding endings beginning with a vowel 3: 26, 27
4: 29, 30, 34
5: 27, 29
6: 22
7: 9
8: 3
er and or as markers of agent
4: 13
5: 13
6: 11, 24, 25
Internal drop in words with addition of suffix 7: 16
8: 8
Not changing y to i in V-y words before adding endings 7: 10
8: 4
Not doubling final consonants in one-syllable V-C C words before adding endings beginning with vowels 5: 25, 29
8: 5
Not doubling final consonants in V-V-C words before adding endings beginning with vowels 5: 26
Not dropping final e before adding endings beginning with consonants 7: 9
Not dropping final e in words ending with ce or ge before adding able and ous 7: 9
Plurals
changing f to v and adding es to form plural 6: 26
plural change from us to i
7: 26
8: 19
plural changes within words
5: 31
6: 26
plural ending es 4: 24, 25
5: 31
6: 26
7: 26
8: 19
plural ending s 4: 22, 25
5: 31
6: 26
7: 26
8: 19
Seeing that some words stand for both singular and plural forms
6: 26
Possessives 6: 29
Prefixes
anti 7: 15
com 5: 3
7: 14
con 4: 32
7: 14
de 4: 33
7: 14
dis 5: 3
6: 25
en 5: 4
ex 5: 4
im 5: 3

in 4: 33
6: 25
7: 14
inter 7: 15
pre 4: 33
7: 14
pro 4: 32
7: 14
re 4: 32
6: 25
7: 14
sub 7: 15
trans 7: 15
un 5: 4
6: 25

Root words 3: 16, 26, 27, 28, 29
4: 23, 29, 30, 31
5: 3, 4, 5, 6, 24, 26, 27
6: 3, 5, 6, 9, 11, 16, 18, 27
7: 10, 13
8: 2, 8, 12

Suffixes
able 5: 7, 8
6: 24
7: 9
8: 3
al 5: 7, 8
6: 9
7: 9
an 7: 13
ation 6: 5, 24
el 6: 9
en 6: 10
ful 4: 31, 34
ian 7: 13
ible 6: 7
ic 7: 12
ify 7: 12
il 6: 10
ion 5: 6, 8
6: 5, 24
ious 6: 32
ist 6: 24
ition 6: 5
ity 6: 8
ive 6: 7
ize 7: 12
le 6: 10
less 5: 5, 8
logy 7: 23
ment 5: 5, 8
7: 9
meter 7: 23
ness 4: 31, 34
ous 5: 6, 8
7: 9
scope 7: 23
ship 7: 12
sphere 7: 23
ty 6: 8
ure 6: 7
ward 6: 19, 20

Word endings
s 2: 19, 27
3: 16
ed 3: 19, 26
4: 23, 29, 30
5: 25, 26
6: 24
ing 3: 26
4: 29, 30
5: 25, 26
6: 24
8: 3
n 3: 15
ly 4: 31, 34
6: 6
er 6: 24

Language Development

Coining new words from known word parts **7:** 6, 13, 15, 21, 24
Discussing homonyms in poetry context **7:** 3
Discussing the schwa in story context **7:** 5
Identifying picture names or concepts **1:** *16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 69, 70, 71, 72, 73, 74, 75, 78, 79, 80, 81, 82, 83, 87, 88, 89, 90, 93, 94, 99, 100, 102, 104, 106, 109, 110, 111*
2: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16, 18, 23, 24, 29, 30
4: 26
5: 12
Interpreting figures of speech **6:** 18
Inventing imaginary words for the future **8:** 2
Making words out of the letters in a longer word **6:** 4, 8, 14, 15, 21, 27
Misspelling words due to mispronunciation **8:** 7
Noting differences in regional pronunciation **7:** 7
Playing charades **4:** 14, 19
Recognizing general and specific terms **7:** 29
8: 27, 28, 29
Recognizing new words that contain a familiar root or suffix **7:** 13
8: 2
Recognizing number words **4:** 20
Recognizing subtle differences in word choice **8:** 29
Rewriting
advertising **8:** 28
newspaper articles **7:** 29
8: 27
telegrams **5:** 21
Seeing how prefixes alter the meaning of words **5:** 3, 4
7: 15
8: 12
Seeing how suffixes alter the meaning of words **7:** 12, 13
8: 13, 19

Seeing shades of meaning among groups of words **8:** 15, 27, 28
Seeing that prefixes are clues to the meaning of words **7:** 15
Seeing the meaning of words in context **2:** 3, 4, 5, 6, 7, 9, 12, 13, 20, 22, 24, 27, 28, 31
3: 5, 7, 8, 9, 10, 11, 12, 13, 15, 17, 19, 22, 23, 25, 26, 27, 30, 31, 32
4: 3, 4, 5, 6, 7, 9, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 26, 28, 29, 30, 31, 32, 33
5: 6, 7, 9, 11, 14, 18, 19, 21, 22, 28, 29, 30, 31, 34
6: 4, 6, 8, 11, 21, 22, 24, 25, 31, 32
7: 3, 22, 24, 25, 26, 28, 29, 30
8: 2, 9, 14, 15, 17, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
Seeing word associations **8:** 6
Understanding abbreviations **6:** 30
7: 28
Understanding analogies
2: 14, 15, 21, 29
5: 9
6: 5, 9, 18, 22
7: 6, 9, 10, 13, 16
8: 4, 7, 12, 15, 16, 18, 25, 26, 28, 29
Understanding antonyms
3: 7, 12, 17, 23, 24, 32
4: 5, 7, 9, 15, 16, 22, 27
5: 3, 4, 8, 9, 10, 20, 22, 28, 33
6: 4, 31, 32
8: 15
Understanding different word forms
3: 27, 28
4: 23, 29, 30, 31, 32
5: 4, 5, 6, 18, 26, 28, 29, 30, 31
6: 3, 4, 5, 7, 9, 12, 15, 18, 21, 22, 23, 25, 27, 28, 29, 30, 33, 34
7: 2, 8, 9, 10, 11, 12, 13, 16, 17, 22, 26
8: 2, 3, 4, 5, 8, 12, 19, 21, 26
Understanding heteronyms **8:** 14
Understanding homographs **2:** 12
6: 3, 17
Understanding homonyms
2: 3, 4, 7, 12, 13, 19, 25, 28, 29
3: 7, 8, 9, 11, 12
4: 3, 4, 5, 6, 7, 9, 12, 15, 18, 19, 22
5: 5, 6, 12, 13, 18, 19, 22, 25, 30, 33
6: 19, 20, 22, 23, 27, 29
7: 3
8: 14
Understanding how communication is influenced by feelings, experiences, and prejudices **8:**15
Understanding multiple meanings of words **2:** 15, 19, 21, 29
3: 4, 10, 12, 13, 15, 31
6: 13, 14, 17
7: 9, 14
Understanding synonyms
2: 13, 16, 17, 23, 26, 31
3: 16, 17, 23, 26, 28, 31
4: 7, 9, 13, 24, 31
5: 5, 6, 7, 11, 14, 20, 22
6: 6, 8, 19, 23, 24, 25, 32
7: 2, 3, 14, 15, 16, 29
8: 16, 30
Understanding the difference in pronunciation between minimal pairs **7:** 3
Understanding the different forms that language can take
jargon **7:** 23
puns **6:** 22
7: 4
riddles **2:** 2
3: 7, 12, 24, 25
4: 4, 6, 8, 11, 14, 19, 22
5: 7, 11, 26, 32
6: 22, 25, 33
slang **7:** 9
8: 8
tongue twisters **8:** 14
Understanding the precise meaning and proper use of words **8:** 16
Understanding the subjective meaning of words **8:** 15
Understanding why certain words are used according to context **8:** 28
Understanding word origin and history **6:** 13, 16, 29
7: 6, 7, 14, 22, 24, 25
8: 2, 9, 11, 21, 23
Unscrambling syllables **4:** 16, 19
Unscrambling words **4:** 6, 14, 16
Using crossword puzzles
3: 8, 12, 14, 16, 19, 24, 29
4: 6, 13, 15, 18, 21, 28
5: 4, 7, 11, 17, 18, 22, 23, 25, 26, 32
6: 8, 9, 11, 17, 26, 27, 30, 31, 32
7: 3, 4, 7, 12, 21, 23, 24, 29
8: 8, 13, 19, 22, 24, 26, 27
Using single words in place of phrases **6:** 6, 8, 32
7: 26
Writing
advertisements **5:** 30
6: 16
7: 11
definitions **7:** 6, 13, 15, 23, 24
definitions of slang words **7:** 9
descriptions of pictures **8:** 29
essays **8:** 29
limericks **7:** 7
paragraphs **6:** 14
7: 13
8: 3, 7, 13, 16, 23, 24, 26
poems **3:** 15
6: 11
7: 18
puns **7:** 5
riddles **4:** 25
sentences **2:** 20
3: 9, 10, 19
4: 5, 12, 26
5: 20
6: 3, 4, 8, 10, 29
7: 6, 13, 14, 15, 23, 24
8: 28
sentences containing homonyms **4:** 3
stories **1:** *112*
2: 4, 7, 10, 21, 28
3: 16, 22, 23, 24, 25, 27, 30, 32
4: 3, 5, 6, 8, 13, 16, 18, 22, 23, 24, 26, 28, 33
5: 4, 10, 12, 13, 16, 18, 25
6: 4, 7, 9, 10, 15, 19, 22, 26, 27, 31, 32, 33
7: 5, 27, 28, 29
8: 2, 17, 18, 19, 25
tongue twisters **8:** 14

Comprehension

Appreciating poetry
- answering riddles in verse
  - **2:** 2
  - **4:** 11, 22
- hearing and seeing phonic elements in a poem
  - **1:** *36, 42, 50*
  - **2:** 2, 9, 14, 18, 20
  - **3:** 2, 6, 16
- finding rhymes in a poem **2:** 26
- replacing words with rhyming synonyms in a poem **5:** 14
- supplying correct word forms to complete a poem **8:** 5
- supplying rhyming words in a poem **4:** 18; **5:** 24
- supplying rhyming words with **ed** and **ing** ending in a poem **5:** 25, 26
- understanding couplets
  - **7:** 3, 4, 16, 18, 24
  - **8:** 6, 7, 8, 24
- understanding limericks **8:** 5
- understanding rhyme scheme
  - **7:** 3, 4, 16, 18, 24
  - **8:** 6, 7, 8, 24

Comparing and contrasting points of view **8:** 29

Comparing and contrasting the origin of words **7:** 25

Comparing and contrasting words that communicate beliefs and ideas **8:** 27, 28

Comparing picture names or concepts **1:** *17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67*

Locating specific information **4:** 13

Understanding story elements
- **4:** 5, 8, 13, 16, 22, 23, 26, 28, 33
- **5:** 4, 10, 12, 13, 16, 18, 25, 32
- **6:** 4, 9, 15, 22, 26, 27

Using context clues
- to complete an activity
  - **2:** 13
  - **3:** 5, 7, 9, 11, 12, 13, 16, 17, 23, 24, 25, 26, 28, 30, 31, 32
  - **4:** 3, 4, 5, 6, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 27, 28, 34
  - **5:** 3, 4, 6, 7, 9, 10, 11, 14, 17, 18, 19 20, 23, 25, 26, 27, 28, 30, 31, 32, 33
  - **6:** 3, 4, 5, 6, 8, 9, 11, 12, 13, 16, 17, 18, 19, 21, 22, 23, 24 25, 26, 27, 28, 29, 30, 31, 32, 33
  - **7:** 2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 29, 30
  - **8:** 4, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29
- to complete sentences
  - **2:** 3, 4, 12, 13, 22, 24, 27, 28
  - **3:** 4, 5, 7, 9, 11, 12, 15, 17, 23, 27, 28, 30, 31, 32
  - **4:** 3, 4, 6, 7, 10, 12, 15, 19, 22, 23, 29, 30, 31, 32
  - **5:** 7, 9, 11, 14, 15, 18, 19, 22, 28, 33
  - **6:** 3, 4, 5, 6, 7, 11, 15, 16, 19, 24, 25, 27, 29, 31, 32, 33
  - **7:** 2, 3, 8, 22, 24, 25, 28, 30
  - **8:** 12, 14, 21, 22, 24, 26
- to complete spelling
  - **2:** 2, 3, 4, 5, 6, 7, 9, 12
  - **3:** 32
  - **4:** 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33
  - **5:** 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33
  - **6:** 3, 4, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33
  - **7:** 8, 17
  - **8:** 9, 20
- to correct words and phrases
  - **3:** 27
  - **4:** 9, 16, 21, 23, 26, 29
  - **5:** 3, 6, 10, 17, 19, 27, 29, 30, 31
  - **6:** 5, 6, 8, 12, 14, 15, 16, 18, 19, 21, 22, 23, 28, 29, 30, 31, 32, 33, 34
  - **7:** 3, 4, 5, 6, 9, 10, 11, 13, 16, 17, 18, 21, 22, 26, 27, 29
  - **8:** 2, 3, 4, 5, 6, 7, 8, 12, 13, 14, 15, 18, 19, 22, 23, 25, 26, 27, 28, 29

Using illustrations
- **1:** *2, 74, 75, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 112*
- **2:** 3, 4, 5, 6, 7, 9, 10, 11, 22, 28, 31
- **3:** 4 5, 7, 9, 11, 14, 15, 17, 18, 23, 24, 29, 30, 31
- **4:** 3, 8, 24, 26
- **5:** 10, 17
- **6:** 11, 26

7: 13
8: 15, 16, 28, 29

Using picture clues
to answer questions
3: 9, 14, 18, 24, 29
4: 3, 8, 24, 26
5: 10, 17, 20
6: 11, 26
7: 13

to complete sentences
2: 12, 13, 22, 24, 27, 28, 31
3: 7, 11, 15, 17, 23, 27, 30

to complete spelling
2: 10, 11, 12, 13, 14, 15, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29
3: 10, 15, 16, 19, 26, 28, 29, 32, 33, 34
4: 4, 5, 6, 9, 12, 14, 16, 19, 29, 30, 32
5: 3, 7, 9, 18, 19, 23, 24, 27, 28, 30, 33

to correct spelling
5: 12, 32
6: 5, 7, 30

to spell words
2: 3, 5, 12, 19, 22, 26
3: 8, 12, 16, 19, 22, 25, 26, 28, 31
4: 7, 8, 15, 18, 21, 23, 24, 27, 28, 31, 32, 33
5: 3, 4, 5, 6, 9, 11, 12, 13, 16, 21, 24, 25, 26, 27, 28, 30, 31, 32, 33
6: 5, 9, 21, 22, 23, 25

Using rhyming clues
1: *93, 95, 105, 107*
2: 5, 13, 15, 21, 26
3: 8, 11, 12, 14, 15, 18, 19, 29, 31
4: 4, 5, 7, 8, 9, 18, 27
5: 9, 14, 24, 25, 26, 32

Study Skills

Alphabetizing
2: 17
3: 13
4: 10
5: 14
6: 13
7: 20
8: 11

Understanding guide words
2: 17
3: 13
4: 10
5: 14
6: 13
7: 20
8: 11

Using a thesaurus
7: 29
8: 16

Using charts
6: 21, 22, 23, 25
7: 2, 3, 4, 5, 7, 8, 9, 11, 13, 14, 17, 18, 22, 24, 26
8: 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 19

Using the dictionary
accent marks
5: 14
6: 13
7: 20
8: 11

alphabetical order
2: 17
3: 13
4: 10
5: 14
6: 13
7: 20
8: 11

entry words
2: 17
3: 13
4: 10
5: 14
6: 13
7: 20
8: 11

guide words
2: 17
3: 13
4: 10
5: 14
6: 13
7: 20
8: 11

meanings
2: 19, 21, 29
3: 13
4: 10
6: 13
7: 20
8: 11

syllabication
3: 13
4: 10
5: 14
6: 13
7: 20
8: 11

word origins
6: 13
7: 20
8: 11

Using the pronunciation key
accent
5: 14
6: 13
7: 20
8: 11

dictionary respelling
3: 13
4: 10
5: 14
6: 13
7: 20
8: 11

Sound Production Chart

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/a/	cat after	The sound is voiced, produced with lips unrounded, tongue partially elevated, and jaw dropped.	The beginning short a sound may be confused with the name of the letter.
/ā/	base mail say	The sound is voiced, produced with lips unrounded and tongue slightly raised and in mid-position.	
/ä̃/	care stair	Same as /ā/, with tongue farther back.	
/ä/	car father	The sound is voiced, produced with tongue dropped and forward (often touching lower gum ridge) and jaw dropped.	
/e/	bet said	The sound is voiced, produced with lips unrounded and tongue slightly elevated in the middle of the mouth.	The beginning short e sound is often confused with the name of the letter.
/ē/	seed mean	The sound is voiced, produced with lips widened and the back of the tongue backed and high.	

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/ėr/	work earn	The sound is voiced, produced with lips slightly rounded and tongue relaxed.	
/ər/	weather actor	Same as /ėr/, but occurs in unstressed syllables.	
/i/	six	The sound is voiced, produced with lips unrounded and tongue partly elevated.	The beginning short **i** sound may be confused with the name of the letter.
/ī/	wise fry	The sound is voiced, produced with lips unrounded, tongue low, and jaw slightly dropped.	
/o/	spot	The sound is voiced, produced with lips unrounded, tongue low, and jaw dropped.	The beginning short **o** sound may be confused with the name of the letter.
/ō/	pole goal	The sound is voiced, produced with lips rounded and tongue slightly raised in the middle.	
/ô/	all dog	Same as /ō/, with less rounding of lips and with tongue relaxed.	
/oi/	moist enjoy	The sound is voiced, produced with lips rounded and tongue back and slightly lowered.	

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/ou/	loud crowd	The sound is voiced, produced with lips parted and tongue in the middle and slightly raised.	
/u/	sun cover	The sound is voiced, produced with lips rounded and the back of the tongue elevated.	The beginning short **u** sound may be confused with the name of the letter.
/ū/	future	The sound is voiced, produced with lips rounded and tongue back, raised, and touching palate.	
/u̇/	hood full	The sound is voiced, produced with lips rounded and tongue low and relaxed.	
/ü/	broom soup	Same as /ū/, except tongue does not touch palate.	
/ə/	among seven	The sound is voiced, produced with lips parted, tongue low and relaxed, and jaw slightly dropped.	
/b/	bake robbed	The sound is voiced, produced with both lips and without an audible explosion of air.	The **b** and **p** sounds may be confused with each other. Words with the blends **br** and **bl** may be confused with the isolated **b** sound.

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/ch/	**ch**ew lun**ch**	The sound is voiceless, produced by combining /t/ and /sh/.	
/d/	**d**eep **d**ud**d**ing	The sound is voiced, produced with tongue contacting upper gum ridge. It is made with a relatively weak explosion of air.	The **d** and **t** sounds may be confused with each other. Words with the blend **dr** may be confused with the isolated **d** sound.
/f/	**f**ox stiff	The sound is voiceless, produced with the contact of the lower lip with the upper teeth. The air makes an audible sound as it escapes through the narrow opening created by the lips touching the teeth.	The **f** and **v** sounds may be confused with each other. Words with the blends **fl** and **fr** may be confused with the isolated **f** sound.
/g/	**g**oal dra**g**ged	The sound is voiced, produced with the back of the tongue elevated to touch the soft palate. The sound releases a sharp explosion of air.	The letter **g** has two sounds: /g/ and /j/, sometimes called the hard and soft sounds respectively.
/h/	**h**ole	The sound is voiceless, produced with no apparent tongue position. The air is simply emitted.	
/hw/	**wh**en	The sound is voiceless. It is a **w** which is started with a puff of air.	
/j/	**j**ust ca**g**e	The sound is voiced, produced with tongue contacting the upper gum ridge as in the **d** sound.	Some pupils may substitute the **d** sound for the **j** sound.

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/k/	**k**ite ca**se**	The sound is voiceless, produced with tongue elevated to touch the soft palate. The sound is made with a sharp explosion of air.	The **k** sound may be confused with the **g** sound, as in **get**.
/l/	**l**earn do**ll**	The sound is voiced, produced with the tip of the tongue touching the upper gum ridge while the sides of the tongue are lowered to allow air to escape.	Some pupils may substitute the **y** sound for the **l** sound. This problem usually relates to a developmental stage.
/m/	**m**ilk su**mm**er	The sound is voiced, produced with both lips. Because air escapes through the nose while the lips are closed, it is a nasal sound.	Because **n** and **m** have similar configurations, their sounds also may be confused with each other.
/n/	**n**ice di**nn**er	The sound is voiced, produced with tongue touching upper gum ridge.	Because **m** and **n** have similar configurations, their sounds also may be confused with each other.
/ng/	a**mong** u**nc**le	The sound is voiced, produced with the back of the tongue touching the back of the palate. It is a nasal sound that results from the escape of air from the nose while the tongue closes the oral cavity. Lips are slightly open.	
/p/	**p**an **p**ing	The sound is voiceless, produced with both lips and a sharp explosion of air.	The **p** and **b** sounds may be confused.

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/r/	read	The sound is voiced, produced with the tip of the tongue directed upward toward the centre of the hard palate.	Some pupils may substitute the **w** sound for the **r** sound. This problem is usually related to a developmental stage.
/s/	sail nice	The sound is voiceless, produced with tongue held behind gum ridge. There is a sharp hissing sound and an audible sound of friction.	The **s** sound may be pronounced /th/ by pupils who lisp. This problem usually relates to a developmental stage. Words with the blends **sp**, **st**, and **sl** may be confused with the isolated **s** sound.
/sh/	show nation	The sound is voiceless, produced with lips slightly rounded and the sides of the tongue slightly raised.	
/t/	top setting	The sound is voiceless, produced with tongue contacting upper gum ridge. It is made with a sharp explosion of air.	The **t** and **d** sounds may be confused with each other. Words with the blend **tr** may be confused with the isolated **t** sound.
/th/	think	The sound is voiceless, produced with the tip of the tongue touching the upper teeth.	

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/ŦH/	there smooth	Same as /th/, except the sound is voiced.	
/v/	valley of	The sound is voiced, produced with the contact of lower lip with upper teeth. The air makes an audible friction sound as it escapes through the narrow opening created by the lips touching the teeth.	The **f** and **v** sounds may be confused with each other.
/w/	wise	The sound is voiced, produced with both lips. The tongue glides rapidly from low in the mouth to the position for production of whatever vowel follows the **w**.	
/y/	yes	The sound is voiced, produced with tongue moving rapidly from the position of the long **i** sound, as in **my**, to the following vowel.	The sound of the letter **y** is sometimes confused with the name of the letter **u**.
/z/	zoo rose	The sound is voiced, produced with tongue held behind gum ridge.	
/zh/	measure	Same as /sh/, except the sound is voiced.	

SPELL/WRITE

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Garth L. McAuliffe

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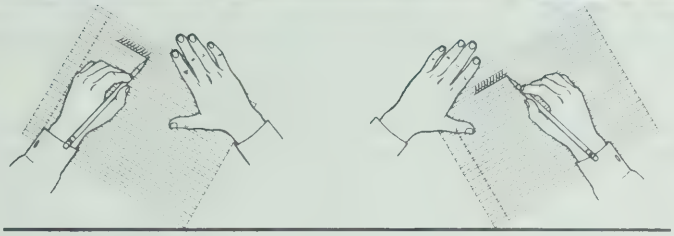
TABLE OF CONTENTS

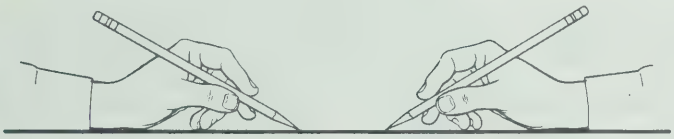
UNIT		
1	Handwriting essentials	3
2	Six Basic Handwriting Skills	7
3	/ənt/, /əns/ spelled **ent, ence**	10
4	/ənt/, /əns/ spelled **ant, ance**	14
5	/ən/, /āshən/, /ishən/ spelled **ion, ation, ition**	18
6	/lē/ spelled **ly**	22
7	/ər/, /iv/, /əbəl/ spelled **ure, ive, ible**	26
8	/itē/, /tē/ spelled **ity, ty**	30
9	/əl/ spelled **al, el**	34
10	/əl/ spelled **le, il**	38
11	/ər/ spelled **or, er**	42
12	Review	46
13	Your spelling dictionary	50
14	Syllabication	54
15	Syllabication	58
16	/f/, /kw/ spelled **ph, qu**	62
17	/k/, /ī/, /i/ spelled **ch, y, y**	66
18	"Silent" letters	70
19	Homonyms	74
20	Review	78
21	Changing **y** to **i**, Comparatives, Superlatives	82
22	Dropping final **e**	86
23	Doubling final consonant	90
24	Not doubling final consonant	94
25	Not doubling final consonant	98
26	Plurals	102
27	**Ie** and **ei** words	106
28	Review	110
29	Contractions, Apostrophes	114
30	Abbreviations	118
31	Antonyms	122
32	Synonyms	126
33	Compounds	130
34	Review	134
	Spelling Dictionary	139
	Sound/Spelling Key	139

1

WRITING AT A DESK

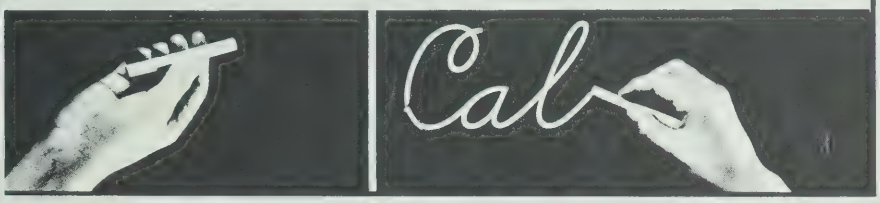


Left-handed writers Right-handed writers



Left-handed writers Right-handed writers

WRITING AT THE CHALKBOARD



Emphasis—Writing at a desk, writing at the chalkboard, cursive and manuscript writing, numerals, handwriting demons, connectives.

Note: Although Unit 1 consists of only three pages, the activities in this unit are planned for five class periods.

A

WRITING AT A DESK

Point to the pictures as you explain that pupils should:

1. Sit comfortably with their shoulders slightly forward.
2. Push their hips back in their chairs.
3. Face their desks squarely.
4. Keep their feet flat on the floor.
5. Keep both forearms on their desks.
6. Keep their papers directly in front of them and slant them so that they are parallel to the forearm of their writing hands.
7. Use their opposite hands to push their papers up as they write.

Supply pupils with practice paper that has dashed lines one-third of a space from each base line. If this kind of paper is not available, ordinary 1 cm ruled paper will suffice.

The most desirable pencil for pupils to use is a pencil with a soft lead, such as a #2.

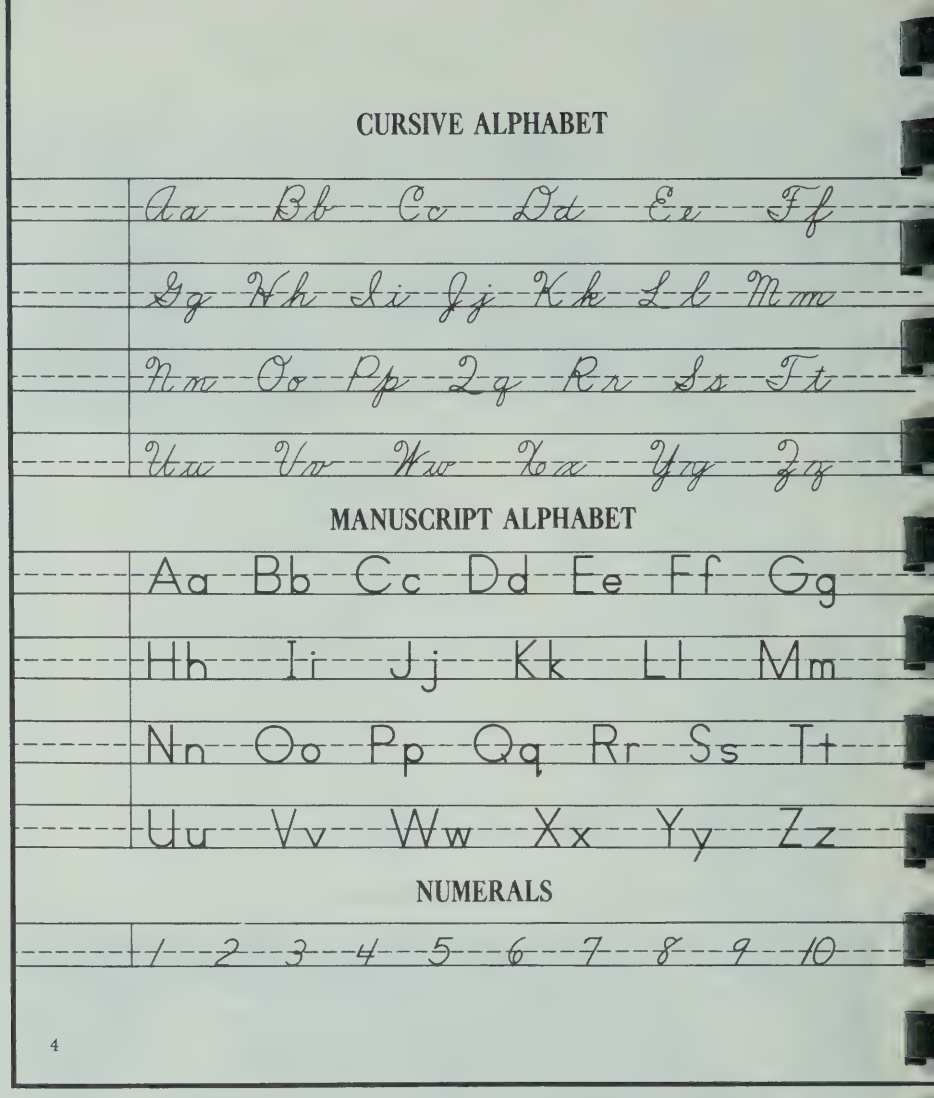
Use the pictures on page 3 in reviewing that the practice paper, or handwriting page, should always be placed on a slant and that the pencil should be held between the thumb and the first two fingers of the writing hand.

Have pupils show you the correct writing posture, the correct position of the practice paper, and the proper method for holding a pencil.

Left-Handed Pupils. Most psychologists today believe that children who are definitely left-handed should be permitted to write with their left hands and not be forced to write with their right hands.

See that left-handed pupils:

1. Hold their pencils 2 cm to 3 cm from the point.
2. Keep their writing hands well below the writing line.
3. Slant their papers to the right.
4. Hold their pencils loosely.
5. Are seated so that light comes over their right shoulders.
6. Place their papers farther to the right on their desks so that their writing arms can rest on their desks.
7. Have plenty of practice at the chalkboard. This will encourage writing with full arm movement. It will also help them to keep their hands well below the writing line and avoid the "hooked" position that is common to the left-handed writer who tries to keep from smudging his paper.
8. Place their left forearms so that they cross the bottom edge of their writing paper and form a right angle with it, as shown in the picture.



B

WRITING AT THE CHALKBOARD

Review the correct procedure for writing at the chalkboard.

1. Pupils should stand erect, shoulders square, facing the chalkboard.
2. They should stand almost an arm's length from the chalkboard.
3. The elbows of their writing arms should be kept close to the lines of their bodies.
4. They should hold their chalk 2 cm from the writing end.
5. They should hold their chalk lightly between their thumbs and their first two fingers. (See Page 3.)
6. They should write directly in front of their eyes.
7. They should walk from left to right as they write, to keep better alignment.

C

CURSIVE ALPHABET

Guide pupils in reviewing the cursive letters. Tell them to turn back to page 4 whenever they need to check the formation of a letter.

Remind pupils that cursive means "flowing." Point out that most cursive letters are made without lifting the pencil from the paper and that the cursive letters are written on a slant.

MANUSCRIPT ALPHABET

Refer pupils to the manuscript letters. Explain that while they are improving their cursive writing, they should not forget that manuscript writing is also an important skill. Point out that manuscript writing is often called for in filling out important papers. Mention that manuscript writing is also often used on signs and posters.

NUMERALS

Remind pupils that each of the cursive numerals slants slightly to the right. Point out that 5, 6, and 7 can easily be misread and should be carefully formed. As a practice exercise, you may want to place a few number problems on the board and have pupils copy and complete each problem.

D

HANDWRITING DEMONS

Review with pupils that "demon" is another word for devil, or troublemaker. Remind them that there are

HANDWRITING DEMONS

Handwriting Demons	Wrong	Right
a like o, u, ci		a
b like li		b
d like cl		d
e closed		e
h like li		h
i like e without dot		i
m like w		m
n like u		n
o like a		o
r like i; r like half n		r
t like l; t with crossbar above		t

CONNECTIVES

Undercurve	Overcurve
sir	idea
Long undercurve	Long overcurve
yes	ago
Horizontal	Bridge
brim	oar

5

eleven small letters that are considered handwriting demons. Have them turn to page 5.

Guide pupils in reading the list of handwriting demons. Point out that these letters can resemble other letters when they are incorrectly formed. Tell them that many handwriting mistakes are a result of the incorrect formation of these eleven letters.

Compare the wrong and right formation of each letter. Then have pupils practise each demon as you say its descriptive count.

a—1. Around to the left. 2. Slant down and curve up (at the base line).

b—1. Curve up, loop down in a slant, curve up and in (from the base line). 2. Back down a little and swing out.

d—1. Around and up. 2. Back down (retracing the up-stroke) in a slant and curve up (at the base line).

e—1. Curve up, loop down, and curve up (at the base line).

h—1. Curve up and loop down in a straight slant to the base line. 2. Curve up in a round hill, down in a slant, and curve up (at the base line).

i—1. Curve up. 2. Back down in a slant and curve up (at the base line). Dot the letter.

m—1. Up in a round hill and slant down to the base line. 2. Up in a round hill and down. 3. Up in a round hill and down; curve up (at the base line).

n—1. Up in a round hill and slant down at the base line. 2. Up in a round hill and down; curve up (at the base line).

E

HANDWRITING DEMONS

Review with pupils the formation of demon letters **o**, **r**, and **t**. Compare the wrong and right formation of each letter as you say its descriptive count.

o—1. Around to the left. 2. Small loop and swing up.

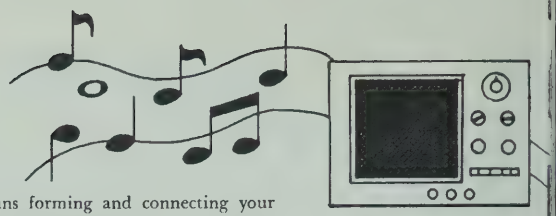
r—1. Curve up. 2. Back again (for a short distance to form a small point a little taller than small **i**) and then slant to the right. 3. Slant down and curve up (at the base line).

t—1. Curve up. 2. Back down again (retracing the up-stroke) in a straight slant and curve up (at the base line). Cross the letter.

CONNECTIVES

Remind pupils that in cursive writing, connectives join letters to form words. Review the formation of each basic connective. Have pupils write the word that illustrates each connective.

WRITING RHYTHMICALLY



Writing rhythmically means forming and connecting your letters smoothly. Use each letter's number count as you rhythmically write each letter and letter train.

i 1-2 dot r 1-2-3 t 1-2 across iiiii

e 1 b 1-2 h 1-2 eeee

a 1-2 d 1-2 o 1-2 aaaaa

m 1-2 m 1-2-3 mmmmm

Copy the words and sentence below. Write as rhythmically as you can.

at bat hat rat

me meet moon noon

ripe stripe dim dime

I will meet you at noon.

6

Emphasis—Writing rhythmically, checking for use of the Six Basic Handwriting Skills, the Handwriting Progress Chart.

A

WRITING RHYTHMICALLY

Writing a word rhythmically means smoothly forming and connecting the letters in a word. Every letter in the alphabet has a rhythmic pattern that corresponds to the number of strokes needed to form the letter.

Have pupils use each demon letter's number count in practising the letters and letter trains at the top of the page. Then have pupils carefully use the same letters in writing the words and sentence at the bottom of the page.

2

SIX BASIC HANDWRITING SKILLS

There are Six Basic Handwriting Skills.
Always be sure that you use these skills when you write.

1. Size
2. Slant
3. Shape
4. Spacing
5. Sitting on the base line
6. Style

CHECKING FOR LETTER SIZE

Use a ruler to draw a line to check the size of your letters.
Capital letters and some small letters are almost a full space high.

A B C b f h l k Alberta

Most small letters are one-third of a space high. Small **d**, **p**, and **t** are two-thirds of a space high. Lower loops extend down a half space.

d p t a c r s g q y

Copy the sentence below. Then check the size of your letters.

The capital of Alberta is Edmonton.

CHECKING FOR SLANT

Draw a dashed,slanted line when you want to check the slant of your letters. All letters should slant to the right.

A H K d h x Hawaii

Copy the sentence. Then check the slant of the letters.

The Hawaiian Islands are in the Pacific Ocean.

7

B

THE SIX BASIC HANDWRITING SKILLS

Review with pupils the importance of the Six Basic Handwriting Skills in making their writing accurate and easy to read. Review the name of each skill.

Checking for Letter Size. An outline for checking letter size is given at the top of page 7. Illustrate for pupils how they can check the size of their letters by drawing horizontal lines touching the tops of letters. Then have them complete the writing exercise and check the size of their letters.

Checking for Slant. Remind pupils that cursive letters should always be written on a slant. Illustrate how they can check slant by drawing dashed, slanted lines through the down-strokes of their letters. Then have them complete the exercise at the bottom of page 7.

CHECKING FOR LETTER SHAPE

Compare your capital letters with their models. They should be the same in both size and shape.

A C F H 2 S Canada

Most small letters have ovals, points, hills, or loops. Always be sure your small letters have the correct shape.

a c i n l p country

Copy the sentence. Then check the shape of each letter.

Canada is north of the United States.

CHECKING FOR SPACING

Always keep a space the width of small **o** between each word in a sentence. Also check the width of each connective.

On which continent do you live?

Copy the sentence below. Check the spacing of your words and the width of the connectives.

Canada is on the continent of North America.

C

Checking for Letter Shape. Pupils should always check their letters to be sure they are the correct shape. Tell them to check their letters against model letters whenever they are given. Then have them complete the handwriting exercise.

Checking for Spacing. Remind pupils to leave a small space between the letters in a word and to leave a space the width of a small **o** between the words in a sentence. Have them study the sample sentence in their books and then complete the exercise at the bottom of the page.

CHECKING FOR ALIGNMENT

Your letters should always rest on the base line. Copy the sentence and then check the way your letters are resting on the line.

There are ten provinces in Canada.

CHECKING FOR STYLE

Always check to be sure your writing is accurate and neat.
Indent the first sentence in every paragraph.
Check your writing style by copying the sentence below.

The Atlantic and Pacific oceans border Canada.

D

Checking for Alignment. Remind pupils that every letter must rest on the base line, even though the final stroke of some letters extends below the base line. Have them complete the handwriting exercise and then check to be sure their letters are resting on the base line.

Checking for Style. Discuss with pupils the importance of making their writing neat. Tell them to indent the first line in a paragraph and to keep the other lines in the paragraph close to the margin line. Have them complete the exercise at the bottom of the page and then have them check their writing style.

E

Handwriting Progress Chart

Help pupils make a chart like the one shown on the inside back cover. (You may wish to prepare a copy for each pupil.) Explain that once a month they will evaluate their use of the Six Basic Handwriting Skills and mark their Handwriting Progress Charts.

Answers

different
intelligence
intelligent
absence
absent
silence
silent

ence
ent
yes

Emphasis—The endings **ent** and **ence.**

Additional Resources—Use Enrichment Activity 1: Scrambles.

A

Note: Point out the word groupings, each headed by a *key word.* Pupils should understand that the groups are the *list words* that begin most units.

Incomplete Poem. This activity shows that endings determine the way words are used in sentences and that more than one ending can be added to the same root word.

Call attention to the pairs of words next to the poem and ask pupils to tell how the pairs are alike. (In each pair, one word ends with **ent** and the other with **ence.**) Have them read through the poem, mentally substituting a word for each blank.

Next have pupils read and follow the directions, writing a word for each blank in the poem. After the poem is complete, have someone read it aloud. Discuss how the words for each blank are used. For example, you may ask: "Why couldn't you use the word **different** in the first blank and **difference** in the second?" Lead pupils to see that the context of the sentence determines which word form is used.

Point out that the **ent** and **ence** endings are attached to many words. Ask pupils if they can think of others. Go through each group of list words with them. As you pronounce each word, emphasize the /t/ or the /s/ parts of the endings and have pupils identify the letters that stand for these sounds. (**t** and **ce**)

Discuss the questions at the bottom of the page, leading to the conclusion that one root word may use more than one ending.

3 INCOMPLETE POEM

absent — silent different intelligent present absent accident president student parent current

sentence — absence silence difference intelligence presence sentence experience audience evidence influence

Write the list words that will complete the poem.

ANIMAL TALES

"There's no *difference*," said the leader,
"Any place in line will do."
Replied the last gray elephant,
"I've a _____ point of view."

different
difference

"I have such great _____,"
Said the crow; "I am the most!"
Owl says, "It's not _____
To brag and strut and boast."

intelligent
intelligence

Said robin to tomcat,
"Forgive my _____, please.
I'm very _____-minded,
And forgot to leave the trees."

absent
absence

Why is there only _____
In the deepness of the grass?
The birds and other animals
Stay _____ 'til you pass.

silent
silence

Find the root of the written example. What endings are added to it?
When a vowel is not accented, it is called the **schwa sound**, and its dictionary respelling looks like this: /ə/. Do you hear a schwa sound in the word endings written in the exercise?

10

Supplementary Activity

Using* ent *and* ence *Endings. Write the following sentences on the board, underlining the words as shown and leaving out the answers in parentheses. Have pupils substitute the correct ending for the incorrect ending and write the resulting words.

1. Her intelligent (intelligence) is greater than mine.
2. The evident (evidence) indicates that they left suddenly.
3. They were silence (silent) during the talk.
4. I was not presence (present) for the class.

MATCH/WRITE

Write the list words that have meanings similar to the words in heavy type below. Example: **evidence** has a meaning similar to **proof** in item 1.

1. They had **proof** that the **father** was not guilty.
2. The **listeners** applauded the **head of the company.**
3. Our **present** problem happened by **chance.**
4. The judge handed down the **punishment** to the prisoner.
5. The **pupil** was under the **power** of the hypnotist.
6. The ranch hand had **practice** in shearing sheep.
7. At **the moment,** they are requesting everyone's **attendance** at the meeting.

WORD FORMS IN POLITICS

Say the words in each line. Then write the word from each line that makes sense in the sentence.

absent	**absence**	**absentee**

1. Mr. Berker cast his _____ ballot.

student	**studious**	**study**

2. She won the _____ nomination.

influence	**influent**	**influential**

The minister was _____ in Parliament.

absent — The /ənt/ sound at the end of a word can be spelled **ent.**

sentence — The /əns/ sound at the end of a word can be spelled **ence.**

11

Answers

1. evidence
   parent
2. audience
   president
3. current
   accident
4. sentence
5. student
   influence
6. experience
7. present
   presence

---

1. absentee
2. student
3. influential

B

Match/Write. This activity shows that some words have meanings similar to the meanings of other words. (Synonyms are studied in Unit 32.)

Tell pupils that some words can take the place of other words in a sentence without changing the basic meaning of the sentence. Have someone read aloud the first sentence twice, first using **proof** and then using **evidence.** Point out that the words can be substituted for each other because they have similar meanings. Have pupils substitute list words for the key words in each sentence. (*Note:* The clues in each sentence are part of the definition of the list word in its Spelling Dictionary entry.)

Word Forms in Politics. Pupils can use context clues to find the right forms. Pupils should see that different forms of a word can change both its function and meaning.

Formulas. A *formula* summarizes the sound-spelling relationships in list words. Examples that illustrate formulas are usually the key words in the list word groupings. Rather than trying to memorize the formulas, pupils should understand them and use them as guides for learning about our language.

Select a pupil to read the formulas aloud and tell how they apply to the key words.

Supplementary Activity

Separate the Sentences. This activity strengthens visual discrimination. Write the following directions and sentences on the board.

Directions: Separate the words below and write the sentences. (*Hint:* Look for endings.)

1. Theaudienceclappedwhenthe presidentreceivedthepresent.
2. Thestudentwassosilentthatnoone knewofhisgreatintelligence.
3. Intelligenceandexperiencemake differentkindsofpeople.
4. Thecurrentpresidenthasgreat influence.
5. Theabsenceofevidencedidnot provethattheexplosionwasan accident.

Answers

1. c
2. c
3. c
4. ic
5. ic

ic
/ik/

---

1. ic
2. ic
3. ic
4. ic

C

WRITE AND REVIEW

Point out the similarity of the beginning strokes in small **e, r, s,** and **t.** Remind pupils that these four letters are handwriting demons. Review the formation of each letter and then have pupils complete the first two exercises.

e—Number Count: 1
—Descriptive Count: 1. Curve up, loop down, and curve up (at the base line).

r—Number Count: 1-2-3
—Descriptive Count: 1. Curve up. 2. Back again (for a short distance to form a point just a little taller than small **i**) and slant to the right. 3. Slant down and curve up (at the base line).

s—Number Count: 1-2-3
—Descriptive Count: 1. Curve up. 2. Back again (for a short distance to form a point just a little taller than small **i**) and curve down and around to touch the beginning stroke. 3. Swing out to touch the base line and curve up.

t—Number Count: 1-2-across
—Descriptive Count: 1. Curve up. 2. Back down again (retracing the up-stroke) in a straight slant and curve up at the base line. Cross the letter.

Have pupils copy the sentence in the third exercise and check the formation of each letter. Point out that **president** is a list word. Ask pupils to name the sound that begins the **ent** ending. (the schwa sound)

Misfits. Misfits appear in every Spelling Unit and concentrate on irregulars. (See page 2T.) The words have certain letter combinations with unexpected phoneme-grapheme relationships.

In this unit, the misfits focus on the /ik/ sound spelled **ic.** Read the first definition and encourage pupils to guess what the answer is. Ask how they would spell the word. They might spell this sound **ick** or **ik.** Explain that the /ik/ sound is often spelled **ick,** as in **kick,** but emphasize that because **picnic** is a misfit, its sound cannot always be a guide to spelling. Then pronounce the word again, write it on the board, and circle **ic.**

Allow pupils to work independently. In evaluating their work, concentrate on the misfit letters. If necessary, review the spelling of the rest of the word later.

Descriptions. This exercise provides more exposure to **ic.** Have pupils work independently and then ask them to spell their answers aloud.

WRITE AND REVIEW

Practise each letter. Then write the word **present.**

e r s t present

Copy the words below.

current presence student

Copy the sentence. Then check the formation of your letters.

Dan was elected class president.

MISFITS

Read the clues and name the missing letters.

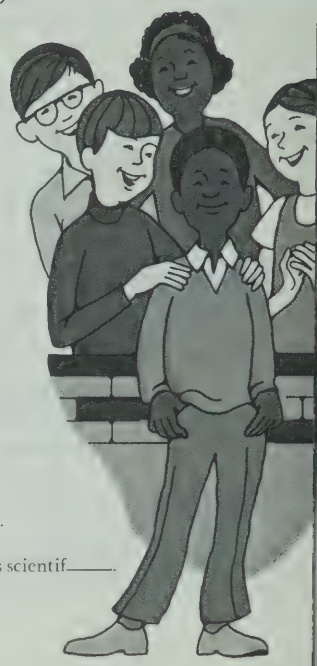
1. picni____ to eat outdoors
2. atti____ unused room at the top of the house
3. traffi____ cars and buses
4. electr____ having to do with electricity
5. terrif____ very great

What two letters end each word?
What sounds do they stand for?

DESCRIPTIONS

Write the letters missing from the words below.

1. A hero is hero____.
2. An artist is artist____.
3. A queen is majest____.
4. A science experiment is scientif____.



12

D

Unit 3 Quiz

Use the following sentences to supply the contexts for the Unit 3 quiz.

1. The fish swam with the **current.**
2. The **audience** enjoyed the show.
3. Porpoises are **intelligent.**
4. Gunfire broke the **silence.**
5. All the people were **present.**
6. The prisoner was **silent.**
7. The teacher noted Jim's **absence.**
8. Melinda is the club's **president.**
9. Albert was a smart **student.**
10. Studying makes a **difference.**
11. Fingerprints were used as **evidence.**
12. Judy was in a skiing **accident.**
13. The deer sensed the hunter's **presence.**

LOOK AGAIN

MATCHO

Read and cover the first word in each line. Then name the other word in the line that is spelled the same as the first word.

1. absent	absentee	absent	absence
2. parent	parents	parental	parent
3. difference	differ	different	difference
4. president	preside	president	presidential
5. influence	influent	influential	influence
6. current	currant	currency	current

SPOT THE WORD

Reading either across or down, write the list words you can spot. (Hint: What letter combinations should you look for?)

a	c	c	i	d	e	n	t	a	b	l	y
x	i	h	n	g	e	n	m	u	j	k	i
c	u	r	r	e	n	t	f	d	e	o	u
e	n	c	o	a	e	w	a	i	u	v	g
i	n	t	e	l	l	i	g	e	n	c	e
a	e	p	c	d	q	b	f	n	t	a	n
d	a	t	s	i	l	e	n	c	e	b	t
o	s	b	c	n	t	r	s	e	n	s	e
e	x	p	e	r	i	e	n	c	e	e	a
z	e	n	c	e	s	t	u	d	e	n	t
i	n	f	l	u	e	n	c	e	m	t	o

LOOK AHEAD

WORD RELATIVES

Write the list word that is related in spelling and meaning to each of the following words.

Example: audio — audience

1. preside 3. expert
2. study 4. evidently

TWO-IN-ONE

Each of the words below has two different meanings. Write a sentence for each meaning of each word. (Hint: Both meanings of each word can be found in your spelling dictionary.)

current present sentence

14. The keys were **different.**
15. Ann's mother is a good **parent.**
16. Commercials **influence** shoppers.
17. Do monkeys **experience** happiness?
18. Dave took an **intelligence** test.
19. The team's captain was **absent.**
20. This is the last **sentence.**

Note: The /i/ sound (in words like **different, influence, intelligent,** and so forth) may be especially difficult for some students to produce.

Most of the words in this list contain the schwa sound, which causes special hardship when dialect-related problems are present. See page 4T for special help.

E

Note: Pupils should understand that the final page of most units is in two sections, Look Again and Look Ahead. Pupils ready for Look Ahead should be able to work on their own. Pupils who need Look Again may need to work under your supervision.

LOOK AGAIN

Pupils who score less than 80 percent (less than 16 correct) on the Unit Quiz should work through Look Again. For more information, see page 2T.

Matcho. This activity develops visual discrimination by asking pupils to choose between words that may at first appear to be the same.

Have pupils read the first list word on the left and compare it with other words in the same line. Ask: "Which word is the same as the word I read?" If pupils have trouble, ask: "How are all the words alike? How are the other words different from the list words?" Have them write the matching word and continue.

Spot the Word. This activity strengthens recognition of key letter patterns.

Discuss the question in the hint and remind pupils to look for words with the **ent** and **ence** endings. Have them read the directions and write as many list words as they can find.

Answers

LOOK AGAIN

ACROSS
accident
current
intelligence
silence
experience
student
influence

DOWN
audience
absent

LOOK AHEAD
1. president
2. student
3. experience
4. evidence

Answers will vary.

Supplementary Activity

Using Matcho Again. Have pupils use the words in Matcho to make oral sentences.

LOOK AHEAD

Pupils who score better than 80 percent on the Unit Quiz should go directly to Look Ahead. They should be encouraged to work independently. For more information, see page 2T.

Word Relatives. This activity shows how words are related in spelling and meaning.

Tell pupils that when words have the same root word, they are said to be in the same word "family." Discuss the example and then have them read the directions and complete the exercise independently.

Two-in-One. This activity shows that some words have two meanings. Have pupils read the directions and then discuss the double meaning each word has. (*Note:* Each word has a Spelling Dictionary entry written especially for this activity.) After discussion, have pupils use the words in sentences showing the two meanings.

Answers

distance
distant
instance
instant
assistant
assistance
important
importance

/ə/ sound
ce

4 INCOMPLETE POEM

distant — distant important assistant instant attendant vacant servant merchant pleasant fragrant

distance — importance assistance attendance appearance allowance ambulance performance distance balance instance

Write the list words that will complete the poem.

CARE AND FEEDING OF ANIMALS

When meeting a boa constrictor,
Just keep your _____, please!
He thinks he's a _____ cousin,
He'd like to give you a squeeze.

distant
distance

In the _____ of the tiger,
Her hand you never shake,
Or you may be on her menu,
As her _____ coffee break!

instant
instance

Never be an _____
To gorillas or a chimp.
You'll find you need _____,
Walking with your limp.

assistant
assistance

The _____ thing to bear in mind,
When talking with a polar,
Is never to underestimate
The _____ of each molar!

important
importance

Find the two endings on the words you wrote.
What vowel sound begins both endings?

How is the /s/ sound spelled in one of the endings?
Compare the two endings to those on page 10.

14

Emphasis—The endings **ant** and **ance.**

Additional Resources—Use Enrichment Activity 2: The Ant Game.

A

Incomplete Poem. This activity shows that endings determine the way words are used in sentences and that more than one ending can be added to the same root word.

Call attention to the pairs of words next to the poem and ask pupils to tell how each pair is alike. (In each pair, one word ends with **ant** and the other with **ance.**) Have them read the poem, mentally substituting a word for each blank.

Next have pupils read and follow the directions, writing a word for each blank in the poem. When the poem is complete, have someone read it aloud. Discuss how the words in each blank are used. For example, you may ask: "Why couldn't you use the word **distant** in the first blank and **distance** in the second?" Lead pupils to see that the context of the sentence determines which word form is used.

Point out that the **ant** and **ance** endings are attached to many words. Ask pupils if they can think of others. Go through each group of list words with pupils. As you pronounce each word, emphasize the /t/ or /s/ endings and have them identify the letters that make these sounds. (**t** and **ce**) Call attention to the similarity in use and sound between the endings introduced in this unit and those introduced in Unit 3.

Note: Because the endings of the words in Units 3 and 4 are so similar, pupils must be led to see that the sound of the endings alone is not a sufficient spelling clue. Emphasize that the schwa sound in the endings of page 10 and 14 disguises whether **e** or **a** is being used. Thus, pupils should think in terms of "**ant-ance**" words and "**ent-ence**" words.

Discuss the questions at the bottom of the page, leading to the conclusion that more than one ending may be added to the same root word.

MATCH/WRITE

Write the list words that have the opposite meanings of the words in heavy type.

1. Arthur has a record of perfect **absence.**
2. The old house has been **full** since October.
3. The **invisibility** of the robot surprised us.
4. The acrobat kept her **unsteadiness** on the tightrope.
5. He had a **disagreeable** expression on his face.
6. The flower was **unscented.**

PLURAL REVIEW

Read each sentence and the group of words next to it. Say the words and write the one that makes sense in the sentence.

1. She gave six _____ a day. — performance | performances | performing
2. The _____ stood in front of their shops. — merchandising | merchants | merchant
3. The children received their _____ on Saturday. — allow | allowed | allowances
4. The two _____ raced to the scene of the accident. — ambulance | ambulatory | ambulances
5. Roman emperors often had many _____. — servant | service | servants
6. The racing car was cared for by several _____. — attendance | attendants | attending

Look at the words you wrote. How many things do they name, one or more than one?

Words that name more than one thing are called **plurals.** What letter tells you that the words you wrote are plurals?

distant	**The /ənt/ sound at the end of a word can be spelled ant.**
distance	**The /əns/ sound at the end of a word can be spelled ance.**

15

Answers

1. attendance
2. vacant
3. appearance
4. balance
5. pleasant
6. fragrant

---

1. performances
2. merchants
3. allowances
4. ambulances
5. servants
6. attendants

more than one
the letter s

Supplementary Activity

Using* ant *and* ance *Endings. Write the following sentences on the board, underlining the words as shown and leaving out the answers in parentheses. Have pupils substitute the correct ending for the incorrect ending and write the resulting words.

1. The distant (distance) from one house to the other is 1 km.
2. Please ask my assist (assistant) for help.
3. His appear (appearance) surprised us.
4. He was a serve (servant) for one year.

B

Match/Write. This activity shows that some words have meanings opposite to the meanings of other words. (Antonyms are studied in Unit 31.)

Tell pupils that some words cannot take the place of other words in a sentence without changing the basic meaning of the sentence. Have someone read aloud the first sentence twice, first using **absence** and then using **attendance.** Point out that the words cannot be substituted for each other because they have opposite meanings. Have pupils substitute list words for the key words in each sentence.

Plural Review. Context clues should lead pupils to choose plural forms. The final questions should help pupils see that they have written plurals and that plurals often end in the letter **s.**

Formulas. Select someone to read the formulas aloud and tell how they apply to the key words.

Supplementary Activities

Word Practice. Have pupils make up oral sentences, using the words in Plural Review.

Separate the Sentences. Write the following directions and sentences on the board.

Directions: Separate the words below and write the sentences. (*Hint:* Look for endings.)

1. Theappearanceoftheambulance broughttheattendantsinaninstant.
2. Thefragrantsmellofthedistant gardenwaspleasant.
3. Theappearanceofthemerchant duringtheperformanceisofno importance.
4. Itisimportanttoknowthatheisnot aservantbutanassistant.
5. Thebalanceofmyallowancewas goneinaninstant.

Answers

1. allowance
2. ambulance
3. vacant
4. instant

---

1. a age
2. a, e /ij/
3. g
4. age
5. age

---

1. average
2. village
3. package
4. message
5. passage

end in **age**

WRITE AND REVIEW

Practise writing each letter and letter train.

i iiiii u uuuuu w wwwww

Write the list word that is a synonym of each item below. Check to be sure your letters slant to the right.

1. weekly payment
2. hospital car
3. empty
4. quick

MISFITS

Read the clues and name the missing letters.

1. band____ge used for a cut
2. short____g____ not enough
3. sava____e wild
4. dam____ injury causing a loss
5. man____ to handle

What three letters end each word?
What sounds do they stand for?

WORD FORMS

What are the root words?

1.	average	averaged
2.	villagers	village
3.	packaging	package
4.	message	messenger
5.	passenger	passage

How are they like the misfits?

16

C

WRITE AND REVIEW

Ask pupils how small **i, u,** and **w** are alike. (Each letter begins with an upward curve from the base line.) Point out that small **i** is a handwriting demon and should be carefully formed. Have pupils practise each letter and letter train.

i—Number Count: 1-2-dot
—Descriptive Count: 1. Curve up. 2. Back down again in a straight slant and curve up (at the base line). Dot the letter.

u—Number Count: 1-2-3
—Descriptive Count: 1. Curve up. 2. Back down again in a slant and curve up at the base line (to the same height as the first stroke). 3. Back down again in a straight slant and curve up (at the base line).

w—Number Count: 1-2-3-4
—Descriptive Count: 1. Curve up. 2. Back down again in a slant and curve up at the base line (to the same height as the beginning stroke). 3. Back down again in a slant and curve up at the base line. 4. Back down a little and swing out.

Have pupils complete the second exercise and check the slant of their letters. Then ask them to name the unaccented vowel sound at the end of each list word. (schwa)

Misfits. The focus is on the /ij/ sound spelled **age.** Read the first clue and encourage pupils to guess the answer and spell the word. They might spell this sound **ij** or **ije.** Explain that although /ij/ sounds as if it would be spelled **ij** or **ije,** a sound cannot always be a guide to spelling. Then pronounce the word again, write it on the board, and circle **age.**

Allow pupils to work independently. In evaluating their work, focus first on the misfit letters. If necessary, review the spelling of the rest of the word later.

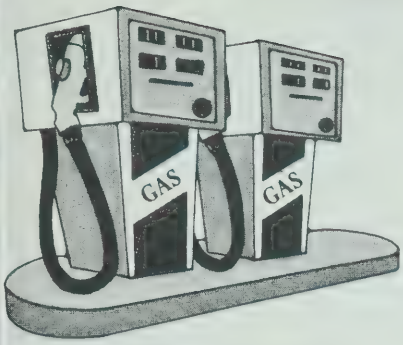
Word Forms. This activity provides more exposure to **age.** Have pupils work independently and then ask them to spell their answers aloud.

D

Unit 4 Quiz

1. The flower had a **pleasant** smell.
2. There was one **instance** of the flu.
3. Lee received a weekly **allowance.**
4. The television showed an **instant** replay.
5. An **attendant** parked the car.
6. The queen called to her **servant.**
7. The woman needed **assistance.**
8. Thieves robbed the **merchant.**
9. The **vacant** house was haunted.
10. Cars let the **ambulance** pass.
11. The seals gave a funny **performance.**
12. Roses are **fragrant.**
13. Many fans were in **attendance.**

LOOK AGAIN



IDENTIFY THE PATTERN

Make a card for the **ant** and **ance** sounds. When your teacher says a list word, hold up the side that spells the end of the word.

WHICH WORD?

Which word makes sense in each sentence?

1. distant distance
   He had to travel over a long distance.
2. attendant attendance
   The station _____ washed the windshield.
3. important importance
   The _____ of cleanliness was taught.
4. instant instance
   I made a noise, and in an _____, the mouse disappeared.
5. fragrant fragrance
   The rose was _____.

LOOK AHEAD

FIND AND SCORE

Going from left to right, see how many words you can find in the word **appearance**. Give yourself a point for each letter in each word you make.

Example: 3 points ape 4 points pear

STORY SETTINGS

Use as many list words as you can to write a story for either of the settings below.

Person: laboratory assistant — Person: hungry child

Place: jungle or Place: cannery

Thing: experiment — Thing: fragrant smell

14. Vultures hovered in the **distance.**
15. Don was the coach's **assistant.**
16. The spy's mission was **important.**
17. A squirrel's tail is used for **balance.**
18. Worms have a slimy **appearance.**
19. Mars is a **distant** planet.
20. The trial was of great **importance.**

Note: The /v/ sound may be especially difficult for some pupils to produce. The /v/ sound in **servant** and **vacant** may be written as a **b**.

See page 12 for comments on the /i/ sound.

The schwa sound is also present in most words that end in **ant** and **ance.**

The /z/ sound in **pleasant** may also cause confusion. (See page 12.)

E

LOOK AGAIN

Identify the Pattern. This activity can help determine which pupils are confused by the **ant** and **ance** endings.

Have pupils read and follow the directions. Then pronounce list words at random and have pupils hold up the card showing the correct spelling of the ending.

If there are incorrect responses, write the word on the board. Capitalize the key letter pattern and write it with coloured chalk to call attention to the correct spelling. Have pupils who made the incorrect responses scrutinize the word for 10 to 15 seconds. Then erase the word and have them write it.

Which Word? This activity helps pupils discriminate between the **ant** and **ance** endings and provides practice in using them within a given context.

Have pupils complete each sentence with the correct word. When the sentences are complete, go over the answers and let pupils check their own work.

Answers

LOOK AGAIN

2. attendant
3. importance
4. instant
5. fragrant

LOOK AHEAD

Answers will vary

Supplementary Activity

Listen for the Ending. Have pupils make another flip card (like the one made for Identify the Pattern) with the **ent** ending on one side and the **ence** on the other. Pronounce words at random from the list words on pages 10 and 14 and have pupils hold up a card showing whether the ending is spelled **ent, ence, ant,** or **ance.**

LOOK AHEAD

Find and Score. This activity develops visual discrimination. Write the word **appearance** on the board and have pupils find the words **ape** and **ear.** Point out that it is possible to skip letters as long as the left-to-right sequence is maintained. Have pupils complete the activity independently.

Story Settings, This activity allows pupils to use the list words in a creative writing assignment. Discuss each setting and help pupils to develop short plots about each. Then have them write the stories, using as many list words as possible.

Answers

2. possession
3. position
4. plantation
5. discussion
6. condition
7. ambition
8. prevention
9. subtraction
10. temptation

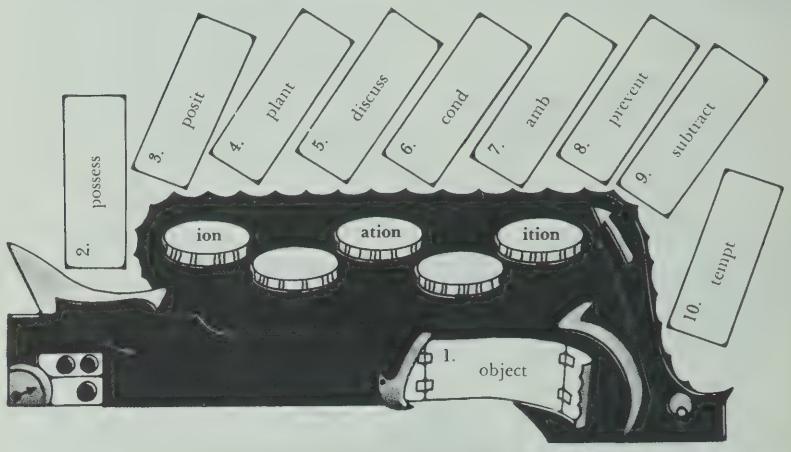
5 PROGRAM THE COMPUTER

edition — direction election prevention collection subtraction discussion possession vacation education edition position objection

information — formation information foundation plantation temptation

addition — condition ambition addition

Decide which ending should be added to complete the word parts in the computer. Write the list words that come out on your paper.



Say the words you wrote and listen for the ending sounds. Then underline the ending you added to each word.

18

Emphasis—The endings **ion, ation,** and **ition.**

Additional Resources—Use Enrichment Activity 3: A Suffix Secret.

A

Program the Computer. This activity shows that /ən/, /āshən/, and /ishən/ at the ends of words are spelled **ion, ation,** and **ition.** (*Note:* A common error is to identify the /shən/ sound spelled **tion** as the ending for each of the list words. For a discussion of this error, see the Supplementary Activity below.)

Begin by asking pupils what computers are. Explain that a computer is a machine that works like a human brain. When information is fed in, the computer can study the information, "think" through a problem, and supply an answer.

Discuss the uses of computers in general and then ask pupils to tell how the computer in the picture is being used. (to add endings to words) Ask: "What three endings do you see?" (**ion, ition,** and **ation**) Call attention to the number of words in the computer as compared to the number of endings. (ten words, three endings)

Have pupils put the right endings on the word parts going into the computer and write the resulting list words.

Discuss the topics at the bottom of the page, leading to the understanding that /ən/, /āshən/, and /ishən/ are spelled **ion, ation,** and **ition.**

Supplementary Activity

Taking a Second Look. Write **edition, information,** and **addition** on the board and pronounce them. Ask: "Do you hear the same sound at the ends of the words?" (yes) "What are the root words?" Underline **edit, inform,** and **add.** Help pupils see that although all the words end with /shən/, **tion** is *not* the ending. The endings are either **ion, ation,** or **ition.**

WORD FORMS

Use a form of each root word below to complete the sentences.

edit found collect inform

1. It was the first _____ of the book.
2. The _____ was made of concrete.
3. We took up a _____ for the party.
4. All of the _____ was in the encyclopedia.

Look at the words you just wrote. Do the words name persons or things?

ANALOGIES

Solve the riddle below.

Shoe is to foot as glove is to _____.
The shoe is something that fits on a foot.
What does a glove fit on?
This kind of riddle shows how two pairs of things are alike. It is called an **analogy**.

Usually an analogy is written like this:
shoe : foot : : glove : _____
The two dots stand for the words "is to," and the four dots stand for the word "as."
Use list words to complete the analogies below.

1. reelect : reelection : : elect : _____
2. relate : relation : : vacate : _____
3. invent : invention : : direct : _____
4. elate : elation : : educate : _____
5. add : _____ : : subtract : subtraction
6. form : _____ : : tempt : temptation

edition — The /ən/ sound at the end of a word is usually spelled **ion.**

information — The /āshən/ sound at the end of a word is usually spelled **ation.**

addition — The /ishən/ sound at the end of a word is usually spelled **ition.**

19

Answers

1. edition
2. foundation
3. collection
4. information

things

---

hand

1. election
2. vacation
3. direction
4. education
5. addition
6. formation

B

Word Forms. This activity provides practice in distinguishing different word forms of the same roots.

Remind pupils that words have different forms that are used in different ways. Have them read the words at the beginning of the exercise. Ask: "How many different forms of each word can you think of?" Have pupils give examples of forms of each word and then have them write the correct word form for each sentence. Discuss the question following the sentences.

Analogies. This activity compares root words with the inflected forms, using **ion, ation,** and **ition.**

Explain that an *analogy* is a pair of words, stories, or ideas with something in common. Have pupils read through the explanation of analogies in the activity. Discuss how an analogy is written. Ask: "What do the two dots stand for?" (is to) "What do the four dots stand for?" (as) Then have pupils complete the exercise.

Formulas. Have someone read aloud the three formulas and tell how they apply to the key words.

Supplementary Activity

Analogies. The analogies below are made of words with the same sound but different meanings and spellings. Write them on the board, leaving blanks for the answers in parentheses, and have pupils determine the correct answer.

1. our:hour::mail:(male)
2. piece:peace::night:(knight)
3. way:weigh::see:(sea)
4. reign:rain::cereal:(serial)
5. we:wee::seen:(scene)

Answers

1. a
2. a, e
3. g
4. age
5. age

age
/ij/

---

1. footage
2. seepage
3. bondage
4. breakage
5. hostage

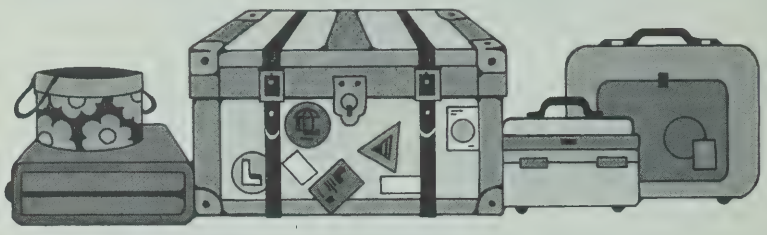
WRITE AND REVIEW

Practise each oval letter.

a c d o

Copy the sentence. Check the spacing between the words.

Bill showed a collection of pictures about life in Japan.



MISFITS

Read the clues and name the missing letters.

1. bagg____ge — luggage
2. stor____g____ — place for storing something
3. marria____e — wife and husband
4. cour____ — bravery
5. voy____ — a trip

What three letters end each word?
What sounds do they stand for?

NEW WORDS

Use the word parts to make words similar to the misfits.
Example: post + age = postage

1. foot____
2. seep____
3. bond____
4. break____
5. host____

20

C

WRITE AND REVIEW

Small **a, c, d,** and **o** are demon letters. Remind pupils to form each of these letters carefully so that they will not be mistaken for other letters.

a—Number Count: 1-2
—Descriptive Count: 1. Around to the left. 2. Straight slant down and curve up (at the base line).
c—Number Count: 1-2
—Descriptive Count: 1. Start with a line. (You may refer to this as a tiny figure **1.**) 2. Around to the left.
d—Number Count: 1-2
—Descriptive Count: 1. Around and up. 2. Back down (retracing the up-stroke) in a straight slant and curve up (at the base line).
o—Number Count: 1-2
—Descriptive Count: 1. Around to the left. 2. Small loop and swing up.

Before pupils copy the sentence in the second exercise, remind them to leave a space the width of a small **o** between the words.

Call attention to the list word **collection** in the sentence. Ask pupils to name the sound that is spelled by **ion** at the end of the word. (the /ən/ sound)

Misfits. The focus is on the final /ij/ sound spelled **age.** See page 16.

Ask pupils to identify the root words in items 1 through 3. Point out the spelling changes that occur when the words are expanded: the double **g** in **baggage,** the dropped **e** in **storage,** and the **y** to **i** change in **marriage.** Remind pupils that **luggage** and **carriage** undergo similar changes.

New Words. Read the directions and allow pupils to work independently. Ask them to spell the answers aloud. Discuss the meanings of any unfamiliar words and challenge them to suggest context sentences.

Supplementary Activity

Scrambled Letters. Write the following scrambled letters on the board. Challenge pupils to spell three words that begin with **c** and end in **age.** (**cabbage, cottage, carriage**)

a g e c b a b t o t a r r i

D

Unit 5 Quiz

1. The bicycle was in bad **condition.**
2. The spy got the **information.**
3. Students enjoy summer **vacation.**
4. Judy had a butterfly **collection.**
5. Eating candy is a **temptation.**
6. The racer ran in the wrong **direction.**
7. Susan won the school **election.**
8. The thief had my watch in his **possession.**
9. Joy slept in a curled-up **position.**
10. Earthquakes cracked the building's **foundation.**
11. Eskimos were the topic of **discussion.**
12. The planes flew in **formation.**

LOOK AGAIN

COMPUTER REJECTS

The computer on page 18 rejected some cards because of misspelled words. What should be changed to correct the cards? Write the correct words on your paper.

Example: addishun ▮▮▮▮ addition

1. directshun ▮▮▮
2. condishin ▮▮▮
3. plantashun ▮▮▮
4. objeeshen ▮▮▮
5. subtracshun ▮▮▮
6. formashun ▮▮▮

FIND/WRITE

Find the word in each line that was used as a list word in this unit. Write the words on your paper.

1.	edition	editor	edit
2.	conditional	conditions	condition
3.	add	additive	addition
4.	education	educate	educational
5.	plant	planter	plantation
6.	disgust	discuss	discussion

LOOK AHEAD

WRITE THE ROOT

In the word **education**, the root word is **educate**. The **ion** ending was added to **educate** after the final e was dropped. What are the root words of the words below ?

1. graduation
2. speculation
3. celebration
4. hallucination
5. situation
6. creation

ADDLED ADS

Change the words in heavy type to list words to make sense out of this mixed-up ad.

Are you looking for a better **posit** in life? Paid **vacates**? Better working conditions? An **additive** to your income? If these things mean anything to you, then get your life headed in a new **directive** by writing for the latest **editor** of "Own Your Own Peanut Planter." Send forty-nine cents today and start harvesting peanuts tomorrow!

21

Answers

LOOK AGAIN	LOOK AHEAD
1. direction	1. graduate
2. condition	2. speculate
3. plantation	3. celebrate
4. objection	4. hallucinate
5. subtraction	5. situate
6. formation	6. create

1. edition	position
2. condition	vacation
3. addition	addition
4. education	direction
5. plantation	edition
6. discussion	Plantation

13. Forest rangers work at fire **prevention.**
14. Tramps have an **objection** to working.
15. Fire burned the **plantation** house.
16. They built an **addition** to the school.
17. Diane's **ambition** is to fly.
18. A new **edition** of the book was printed.
19. Liz worked a **subtraction** problem.
20. The man had little **education.**

Note:
The schwa sound is present in all /shən/ words.

Note the /v/ sound in **prevention** and **vacation.** See page 16.

E

LOOK AGAIN

Computer Rejects. This activity points out frequently made spelling errors. Explain that the computer could not process the words shown in the activity because they did not match those in the computer's "memory bank." Have pupils read the directions and write the words correctly.

Find/Write. This activity helps pupils remember key sound-spelling relationships. Have them read the words in each line and write the list words. If they have difficulty recognizing list words, ask: "What endings did we study in this unit?" (**ion, ation,** and **ition**)

LOOK AHEAD

Write the Root. This activity provides practice in recognizing root words. Have pupils complete the exercise independently.

Addled Ads. This activity strengthens recognition of misused words. Have pupils read the directions and complete the exercise independently.

Supplementary Activity

List Word Draw. This activity strengthens recognition of how words are formed. Make a separate card for each word part as shown below. (*Note:* Emphasize that the words are *not* divided into syllables but into word parts.)

di/rect/ion	e/lect/ion
in/form/ation	found/ation
plant/ation	col/lect/ion
pos/sess/ion	sub/tract/ion
po/sit/ion	tempt/ation
ob/ject/ion	pre/vent/ion

Shuffle the cards and then divide them into two stacks. Place both stacks face down on a table and draw one card from each stack. If the two word parts that are drawn can be put together to make a root word, place the parts to one side in the correct order.

Continue drawing a card from each stack to make more root words and/or to find endings for the root words already made.

If there are any cards left over at the end of the game, some of the word parts were used differently and the player should recheck his or her words.

Answers

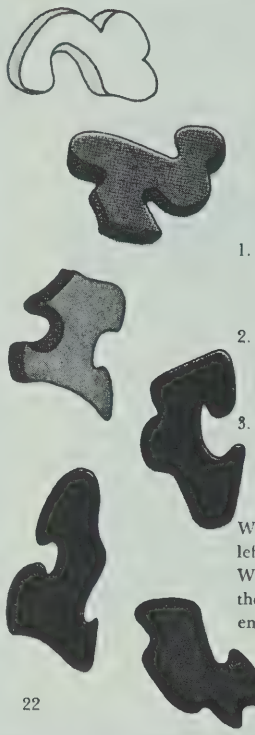
1. finally
2. equally
3. generally
4. certainly
5. nicely
6. gradually

left
end

6 CONNECTING PARTS

finally carefully cheerfully awfully beautifully finally locally
equally generally gradually usually

lonely badly quickly friendly suddenly nicely lonely
largely barely sincerely certainly



A list word can be formed by connecting parts from the groupings in the example.

mad	**ness**	**ful**	→ **badly**
fad	**bad**	**ly**	

On your paper, write the list words that can be formed by connecting parts in the groupings.

1.	**musical**	**s**	4.	**certain**	**ment**
	mental	**ly**		**hard**	**ness**
	final	**ist**		**soft**	**ly**
2.	**equal**	**ize**	5.	**maiden**	**ness**
	special	**ly**		**form**	**ly**
	just	**ion**		**nice**	**s**
3.	**vocal**	**s**	6.	**fast**	**ness**
	entail	**ly**		**sick**	**ly**
	general	**ize**		**gradual**	**ist**

Which parts are whole words in groupings 2 and 4, left or right? The whole words are called **root words**. Where are the word parts attached to the roots, at the beginning or end? A word part attached at the end of a root is called a **suffix**.

22

Emphasis—The **ly** suffix.

Additional Resources—Use Enrichment Activity 4: Mirror Opposites.

A

Connecting Parts. This activity illustrates how suffixes can be used to form new words.

Explain that the groupings can make more than one word but that the word they are to find is a list word. Beginning with item 1, help pupils identify the list word **finally**. Remind them to write the words. Then have them continue with the remaining items.

After the words are written, discuss the questions at the bottom of the page, emphasizing the terms *root word* and *suffix*.

Supplementary Activity

Taking a Second Look. Have pupils look at all the words in the first group of list words. Point out the two **l**s in each word and ask if this is an indication that the final **l** has been doubled in each word. Lead to the conclusion that the first **l** is the final letter of the root word and the second **l** is part of the **ly** suffix.

Next have pupils look at the words in the second group of list words. Ask: "Which root words in this group end with a final **e**?" (**nicely, lonely, largely, barely,** and **sincerely**) "Was the final **e** dropped when the **ly** suffix was added?" (no) Write the five words on the board and circle the final **e** in each word, calling attention to the fact that it is not dropped when the **ly** suffix is added.

In summary, point out that adding the **ly** suffix to a word usually need not change the root word. Letters do not need to be dropped or doubled; the **ly** suffix is simply added to the root word.

MATCH/WRITE

Write the list words that have meanings similar to the word pairs.

1. gleefully, happily
2. honestly, genuinely
3. terribly, horribly
4. watchfully, deliberately
5. positively, surely
6. greatly, enormously
7. lovely, handsomely
8. swiftly, rapidly
9. hardly, scarcely

WORD FORMS

Do the sentences make sense? Write the correct form of each word in heavy type.

1. Do the job **careful.**
2. Peter is a **friend** person.
3. We **usual** eat at six o'clock.
4. The clubs were sponsored **local.**
5. The long trip was **final** ended.
6. He was a **lone** man.
7. She jumped up **quick.**
8. Kay plays tennis **bad.**
9. I **bare** have one dollar.
10. The tide came in **gradual.**

gradually

friendly

The /lē/ sound at the end of a word is usually spelled **ly**. When **ly** is added to a word, the word usually tells you about how something is happening, like **talking quickly.** It can also be used to describe something or someone, as in **friendly person.**

23

Answers

1. cheerfully
2. sincerely
3. awfully
4. carefully
5. certainly
6. largely
7. beautifully
8. suddenly
9. barely

1. carefully
2. friendly
3. usually
4. locally
5. finally
6. lonely
7. quickly
8. badly
9. barely
10. gradually

B

Match/Write. This activity shows that some words have meanings similar to meanings of other words.

Have pupils write the list words that have meanings similar to the word pairs.

Word Forms. This activity provides practice in deriving one word form from another.

Remind pupils that words have different forms and that different forms are used in different ways. Have them read the first sentence and discuss the word in heavy type. Ask: "What is the root word of **careful?**" (**care**) "What other forms of **care** do you know?" Have them think of other forms and then ask: "Which form would fit in the sentence?" Have them write a word to go in the sentence. Continue in the same way with the remaining sentences.

Formula. Have someone read the formula aloud and tell how it applies to the key words and to the sentences in Word Forms.

Supplementary Activity

Analogies. The following analogies are related in form. Write them on the board, leaving blanks for the answers in parentheses, and have pupils complete the analogies.

1. lining:line::losing:(lose)
2. serious:seriously::real:(really)
3. room:roomful::spoon:(spoonful)
4. slow:slowly::quick:(quickly)
5. word:words::form:(forms)
6. job:jobless::help:(helpless)
7. friend:friendly::love:(lovely)
8. sad:sadly::bad:(badly)
9. joy:joyless::love:(loveless)
10. duty:duties::beauty:(beauties)

***Using* ly.** Ask pupils to write sentences that first use words from Match/Write without the **ly** suffix. Lead them to see the difference the **ly** makes in the way words are used.

Answers

friendly
generally
gradually
locally
lonely
quickly

---

1. i
2. i, e
3. ile
4. ile
5. ile

---

1. hostile
2. fragile
3. missile
4. textile
5. fertile

WRITE AND REVIEW

Practise each letter and letter train.

g gggggg q qqqqqq

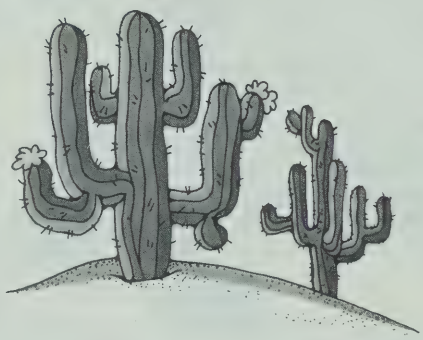
Write the words below in alphabetical order.

quickly	locally	lonely
friendly	generally	gradually

MISFITS

Read the clues and name the missing letters.

1.	miss____le	kind of rocket
2.	fert____l____	producing fruit
3.	text____	woven material
4.	host____	unfriendly
5.	frag____	easily broken



ANALOGIES

Use the misfits to complete the analogies.

1. companions : friendly : : enemies : _____
2. iron : unbreakable : : eggs : _____
3. train : ground : : _____ : air
4. clothing : _____ : : shoes : leather
5. desert : barren : : farmland : _____

24

C

WRITE AND REVIEW

Before pupils complete the first exercise, ask them to identify the major difference between **g** and **q**. (The loop in **g** curves to the left, and the loop in **q** curves up to the right.)

g—Number Count: 1-2
—Descriptive Count: 1. Around. 2. Straight slant down past the base line and loop up (to the left).

q—Number Count: 1-2-3
—Descriptive Count: 1. Around to the left. 2. Straight slant down past the base line and loop up (to the right) to the base line. 3. Curve up.

Review with pupils the Six Basic Handwriting Skills: size, slant, shape, spacing, sitting on the base line, and style. Remind them to use these skills as they complete the second exercise.

Ask if the answers in the second exercise have the same ending. (yes) Ask what **ly** usually indicates about a word. (When **ly** is added to a word, the word usually tells you about how something is happening, like **talking quickly.**)

Misfits. The focus is on final **ile** pronounced /əl/. Pupils might suggest **l** or **ul** as possible spellings. Note that an alternate /īl/ pronunciation is possible in the word **textile.**

Ask pupils to identify the homonyms in this exercise. If they are unable to do so, instruct them to look up **missile** and **hostile** in a dictionary and report their findings. Encourage them to provide context sentences and then write their sentences on the board.

Analogies. Read the first analogy for pupils and remind any who need reminding how analogies work. Then explain that the answers can be found in the words used to answer the Misfits activity.

D

Unit 6 Quiz

1. The ballerina danced **beautifully.**
2. The chipmunk was **friendly.**
3. The skunk smelled **awfully** bad.
4. The cut was **carefully** bandaged.
5. The bull **suddenly** charged.
6. Joan dresses **nicely.**
7. The frog **quickly** caught the fly.
8. The hermit became **lonely.**
9. The anthill **gradually** got bigger.
10. The test **finally** ended.
11. Students do homework **cheerfully.**
12. Stores **generally** close on Sunday.
13. The turtle **barely** moved.

LOOK AGAIN

FIND THE ROOT

Write the root word for each word below.

Example: lonely *lone*

1. nicely
2. largely
3. sincerely
4. carefully
5. cheerfully
6. equally

WHICH WORD?

Which words make sense in the sentences?

1. careful care
   He was very _____ with the baby.
2. careful carefully
   She _____ put it down.
3. equally equality equals
   I like them both _____ well.
4. beauty beautiful beautifully
   He arranged the flowers _____.

LOOK AHEAD

WORD RELATIVES

Write the list words that are related in spelling and meaning to each of the following words.

1. certainty
2. generate
3. grade
4. equate
5. finish
6. use

REWRITE THE SENTENCES

The sentences below can be made easier to read by using list words to shorten the phrases in heavy type. Rewrite the sentences and compare your work in class.

Example: The house was located **in the same area as ours.** Rewrite: The house was located **locally.**

1. She went about her work **with fine spirits and a high heart.**
2. It happened **very quickly.**

25

Answers

LOOK AGAIN	LOOK AHEAD
1. nice	1. certainly
2. large	2. generally
3. sincere	3. gradually
4. care	4. equally
5. cheer	5. finally
6. equal	6. usually
1. careful	1. cheerfully
2. carefully	2. suddenly
3. equally	
4. beautifully	

14. The gifts were **sincerely** given.
15. The accident was **largely** my fault.
16. The forest was **badly** burned.
17. Snails **usually** like rainy weather.
18. The treasure was divided **equally.**
19. Cases of the flu occurred **locally.**
20. This is **certainly** an easy test.

Note:
The schwa sound can occur in **ully** (**carefully,** for example) when words are not carefully pronounced. See page 4T.

E

LOOK AGAIN

Find the Root. This activity shows that root words usually are not changed when the **ly** suffix is added. Have pupils read and follow the directions.

Which Word? Have pupils complete each sentence with the correct word. When the sentences are complete, go over the answers and let pupils check their own work.

Supplementary Activities

More Roots to Find. Write **helpfully** on the board and ask pupils to identify the **ly** ending and the root word **help.** Ask: "What letters are left?" (**ful**) "What are the letters **ful** there for?" (**Ful** is a suffix added to **help.**) Lead to the conclusion that to make words such as **helpfully,** two suffixes must be added.

Word Meanings. Ask: "Does the meaning of a word change when you add a suffix?" (yes) Discuss what happens to the meaning of the word **care** when the suffixes **less, ful, s, fully,** and **ed** are added. Point out that the essential meaning may be unaffected, as in **care** and **cares,** or it may change completely, as in **care** and **careless.** Have pupils make oral sentences with all the forms of **care.** Lead to the conclusion that the form of a word always affects the way a word is used in a sentence.

LOOK AHEAD

Word Relatives. Tell pupils that when words have the same root word, they are said to be in the same word "family." Have them read the directions and complete the activity independently.

Rewrite the Sentences. This activity shows how a single word can be used in place of a phrase. Have pupils read the sentences silently and rewrite them according to directions. Allow them to complete the activity independently and then call on pupils to read the corrected sentences aloud.

Answers

sensible
adventure
pasture
feature
active
attractive
captive
mixture
motive
fixture
picture
posture
terrible
moisture
capture
possible

ure, ive, ible

7 INCOMPLETE POEM

picture

capture
mixture
picture
pasture
moisture
adventure
posture
puncture
fixture
feature

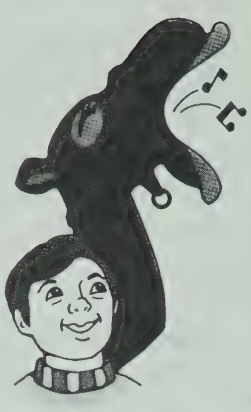
active

captive
motive
active
attentive
attractive

visible

possible
terrible
horrible
visible
sensible

The poem will not be complete until you rearrange the suffixes of the words in heavy type to make list words. Write the words you make.



THE CHAMPION

I'm the sensure speller from Kalamazoo.
In my time I've had an adventive or two.
Once in a pastible I put on a show:
A dog was the leative — she spelled with her toe.
Then I jumped on stage — my act was acture;
I spelled a word backwards:
"erutcartta" — attracture.
The crowd was captible while I fixed a mixtive
Of words with mixed endings
Like moture and fixtive.
Now pictive my camel whose postible is strange
She walks the desert singing "Home on the Range."
I had terrure luck when I taught her to write.
She went days without moistive
Or one word spelled right.
These days I go sailing out on the high seas.
I'm trying to captible some huge spelling bees.
This is possive only for a champion speller:
I caught one already, so I guess I'm the feller.

What are the suffixes in the words you wrote?

26

Emphasis—The **ure, ive,** and **ible** suffixes.

Additional Resources—Use Enrichment Activity 5: Treasure Map.

A

Incomplete Poem. This activity shows how words are affected by incorrect suffixes and how the context of a sentence determines which suffix is used.

Have someone read the poem aloud, pronouncing the words as they are written. Next have pupils write the words correctly and read the poem again, comparing the two versions.

Have pupils underline the suffixes that were changed and then answer the question at the bottom of the page. (Other words with **ive, ure,** and **ible** suffixes are **positive, festive, rupture, gesture, permissible,** and **impossible.**)

Supplementary Activity

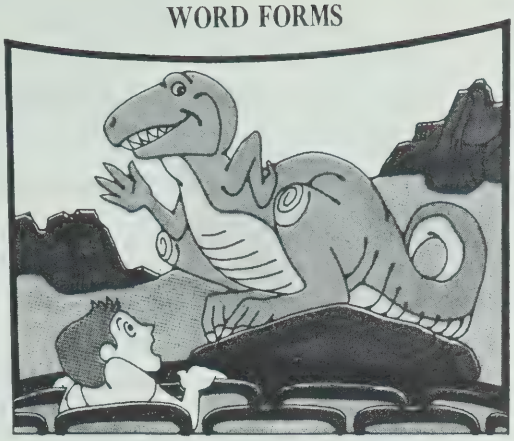
Taking a Second Look. Pronounce **mirror, letter,** and **cellar** and have pupils listen to the ending sound. Ask: "Do these words have the same ending sound that some of the list words have?" (No; the ending *sound* in this case is /ər/; in the list words it is /chər/ [or /chyər/ in some dialects]. When the **ure** *suffix* is added to word parts ending in **t,** the /t/ changes to /ch/.) Pronounce **capture, mixture,** and **picture** and then pronounce **mirror, letter,** and **cellar** again and compare the ending sounds. Identify the **ure** suffix on the list words and then write the nonlist words on the board and identify the **or, er,** and **ar** suffixes. Point out that the /ər/ sound is usually spelled **or, er,** and **ar** but that it can also be spelled **ure.**

Next pronounce the words **movable, navigable,** and **acceptable** and have pupils tell what sound they hear at the end. Have them identify /əbəl/ and compare it with the sound at the end of the list words in the third word grouping. Write three list words from this grouping and the nonlist words **movable, navigable,** and **acceptable.** Compare the endings, noting that /əbəl/ can be spelled two ways, **ible** and **able.**

WORD FORMS

Use a list word that is a form of the word in heavy type to complete each sentence.

1. When **visibility** is poor, the road is not _____.
2. A **horrid** person is _____ to be with.
3. The tire was **punctured** by a nail. Repair the _____.
4. Her forehead was **moist** with beads of _____.
5. Pay **attention**. Everyone must be _____ now.
6. The **possibility** of success made the task _____.
7. The **captivated** lion was ready for _____.
8. The boy was **terrified**. The monster in the film was _____.



Compare the words you wrote with the words in heavy type. Are the words similar in meaning? Could one word be used in the other's place?

picture — The /ər/ sound at the end of a word can be spelled **ure**. The suffix **ure** tells you that a word is a noun, like **fixture**.

active — The /iv/ sound at the end of a word can be spelled **ive**. The suffix **ive** tells you that a word is either an adjective like **active** or a noun like **captive**.

visible — The /əbəl/ sound at the end of a word can be spelled **ible**. The suffix **ible** tells you that a word is an adjective like **terrible**.

Answers

1. visible
2. horrible
3. puncture
4. moisture
5. attentive
6. possible
7. capture
8. terrible

yes, no

B

Word Forms. This activity provides practice in deriving one word form from another.

Remind pupils that words have different forms that are used in different ways. Have them read the first sentence and discuss the root word and the ending of the key word. Ask: "What is the root of **visibility?**" (**visible**) "What other forms of **visible** do you know?" Have pupils think of other forms and then ask: "Which form would fit in the blank?" Have them write a word to go in the blank and continue. Discuss the questions that follow, leading to the concepts in the formulas.

Formulas. Select a pupil to read each formula. Discuss which letter combinations stand for /ər/, /iv/, and /əbəl/ and have pupils use each key word in a sentence to illustrate its use as a noun or as an adjective.

Supplementary Activity

Who Has the Ending? Write the words below on the board, leaving blanks in place of the letters in parentheses. Have pupils use the words to play Who Has the Ending?

1. feat(ure)
2. lett(er)
3. flex(ible)
4. begg(ar)
5. attent(ive)
6. leg(ible)
7. mov(able)
8. cell(ar)
9. attract(ive)
10. siz(able)
11. fixt(ure)
12. avail(able)
13. past(ure)
14. post(ure)
15. sens(ible)
16. port(able)
17. may(or)
18. terr(ible)
19. posit(ive)
20. act(ive)
21. robb(er)
22. depend(able)
23. capt(ive)
24. punct(ure)
25. bett(er)
26. horr(ible)
27. imagin(able)

To play the game, have each pupil sit with the palms of his or her hands together. Choose one pupil to hold a piece of chalk between his or her hands and to walk around the room putting his or her hands between the hands of everyone sitting. At some point, he or she should drop the chalk into the hands of one of his or her classmates. After all hands have been passed through, he or she points to one of the words on the board and asks: "Who has the ending for this word?" Pupils then guess who has the chalk. When the person with the chalk is named, he or she completes the word and passes the chalk to someone else.

Answers

1. a
2. a
3. al
4. al
5. al

---

1. medal
2. magical
3. principal
4. personal
5. comical
6. medical
7. musical
8. mental
9. postal

C

WRITE AND REVIEW

Remind pupils that small **v, n,** and **m** each begin with a round hill. Point out that **n** and **m** are demon letters and that **m** has one more hill than **n.** Then have them complete the first exercise.

v—Number Count: 1-2
—Descriptive Count: 1. Curve up in a round hill, down in a slant, and curve up to the same height as the round hill. 2. Back down just a little and then swing out.

n—Number Count: 1-2
—Descriptive Count: 1. Up in a round hill and down in a straight slant to the base line. 2. Up in a round hill and down; curve up at the base line.

m—Number Count: 1-2-3
—Descriptive Count: 1. Up in a round hill and down in a straight slant to the base line. 2. Up in a round hill and down. 3. Up in a round hill and down; curve up at the base line.

Before pupils copy the sentence in the second exercise, remind them that every letter should rest on the base line.

WRITE AND REVIEW

Practise each letter and letter train.

v n m nnnnn mmmmm

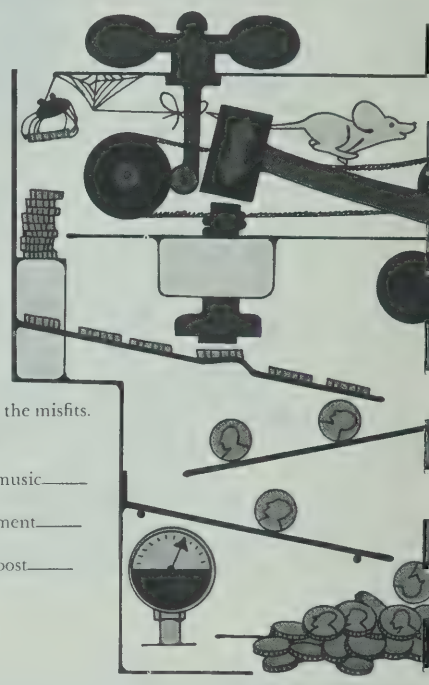
Copy the sentence. Every letter should rest on the base line.

The scientist was attentive as he stirred the terrible mixture.

MISFITS

Read the clues and name the missing letters

1. tot____l — whole
2. met____l — iron, copper
3. leg____ — lawful
4. tri____ — case in law court
5. plur____ — more than one



NEW WORDS

Use the word parts to make words similar to the misfits.

Example: coast + al = coastal

1. med____
2. magic____
3. princip____
4. person____
5. comic____
6. medic____
7. music____
8. ment____
9. post____

28

Have pupils name the list words in the sentence. (**attentive, terrible, mixture**) Have them tell you what the suffixes **ive, ible,** and **ure** tell you about a word. (The suffix **ive** tells you that a word is either an adjective or a noun. The suffix **ible** indicates an adjective, and **ure** frequently indicates a noun.)

Misfits. The focus is on the final **al** pronounced /əl/. Pupils might spell this ending **il** or **el.** Have them write the missing letters for each word.

New Words. Read the directions and allow pupils to work independently. Ask them to spell their answers aloud. Challenge them to identify the word that has a homonym and to write a context sentence for each homonym.

D

Unit 7 Quiz

1. The spider held the fly **captive.**
2. The dog had a **horrible** growl.
3. The artist painted her **picture.**
4. Owls are more **active** at night.
5. The flea was barely **visible.**
6. The hunters hoped for **adventure.**
7. Moles have **terrible** eyesight.
8. Mother fixed the light **fixture.**
9. Sheep grazed in the **pasture.**
10. The actress was **attractive.**
11. The man tried to **capture** the bobcat.
12. The flat tire was caused by a **puncture.**
13. The dog looked **attentive.**

LOOK AGAIN

FIND/WRITE

Write the word in each line that was used as a list word in this unit

1.	terror	terrify	terrier	terrible	terribly
2.	horror	horrify	horrible	horrid	horribly
3.	sense	sensitive	sensibility	sensible	sensation
4.	motion	move	motel	motive	motor
5.	visit	vision	visibility	visor	visible
6.	posse	positive	possibility	position	possible
7.	depict	picturing	pictured	picture	pictorial
8.	invent	advent	adventurer	venture	adventure
9.	attend	attention	attentive	attitude	attending
10.	captive	captivate	caption	captain	cap

LOOK AHEAD

FIND AND SCORE

Going from left to right, see how many words you can find in the word **attractive.** Give yourself a point for each letter in each word you make.

EXPLAIN THE SITUATION

Write a story or a poem about some of the other adventures the champion speller on page 26 might have had. Compare your story or poem in class.

29

14. Mud is a **mixture** of dirt and water.
15. Good **posture** is important.
16. Ferns require lots of **moisture.**
17. The thief's **motive** was unknown.
18. It is **possible** to climb the mountain.
19. Clothes are a **sensible** gift.
20. The monkeys were the feature **attraction.**

Note: The /chər/ sound may be especially difficult for some pupils to produce. They will need help hearing the /ch/ sound in **ture** because they will be led to think it begins with **sh** or **ch.**

See page 16 for discussion of the /v/ sound spelled **b.**

The schwa sound is present in **ible** (**terrible,** for example). See page 4T.

E

LOOK AGAIN

Find/Write. Have pupils read the words in each line and write the list word. If they have difficulty recognizing list words, ask: "What are the endings we studied in this unit?" (**ure, ive,** and **ible**)

Supplementary Activity

Using Find/Write Again. Use the words in Find/Write to discuss forms of words. Have pupils find the words in each line that share a common root word. Then have them name the root word and tell how many suffixes may be affixed to the root word to make other word forms. Have them look up unfamiliar words in a dictionary and use the words in sentences.

Answers

LOOK AGAIN

1. terrible
2. horrible
3. sensible
4. motive
5. visible
6. possible
7. picture
8. adventure
9. attentive
10. captive

LOOK AHEAD

Answers will vary.

LOOK AHEAD

Find and Score. Write the word **attractive** on the board and have pupils find the words **at** and **ate.** Point out that it is possible to skip letters as long as the left-to-right sequence is maintained. Have them complete the activity.

Explain the Situation. This activity allows pupils to use the list words in a creative writing assignment. Discuss the spelling adventures of the champion speller from Kalamazoo and ask pupils to tell about other spelling adventures he might have. (It may be helpful to have someone read the poem again. Select someone who can quickly substitute the correct ending for each word.) Encourage pupils to discuss their ideas and then have them write short stories, using as many list words as possible.

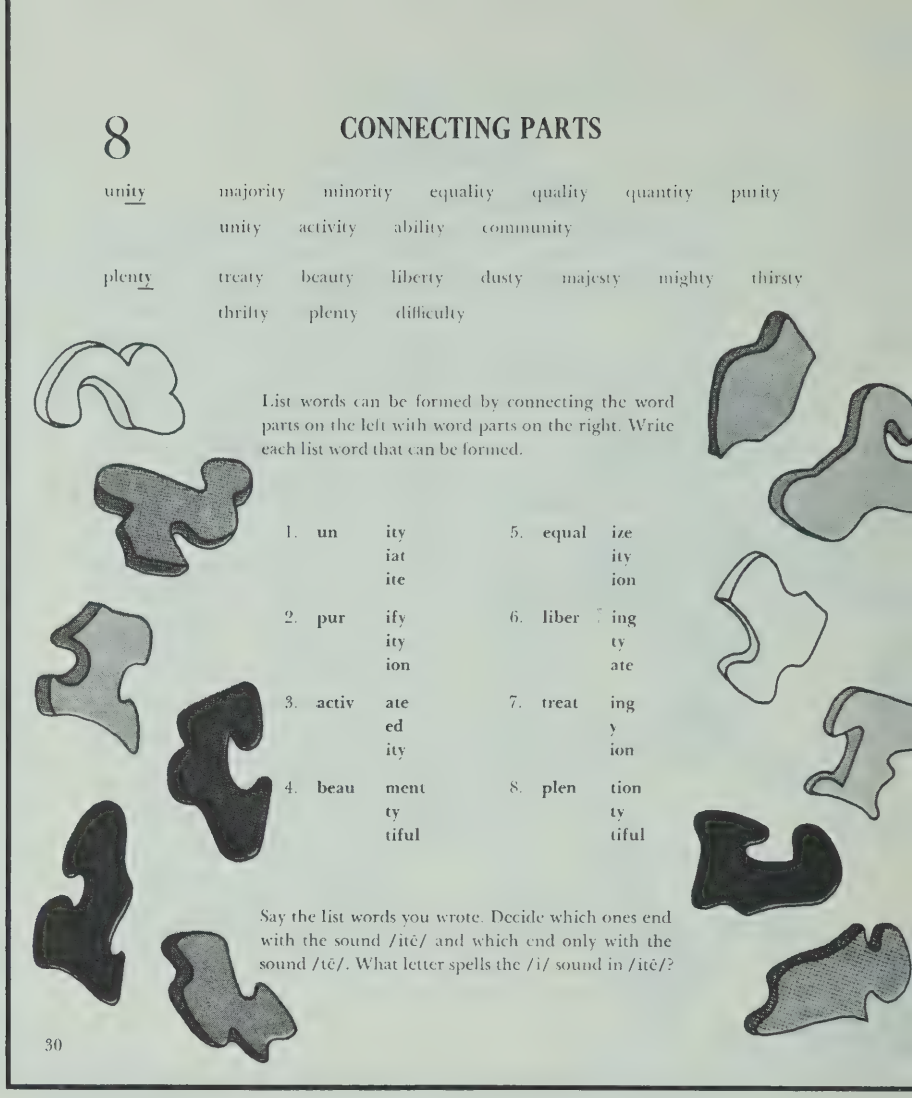
Supplementary Activity

Story Follow-Up. After pupils have written their stories and you have read them, have some of the better stories read aloud. Underline the list words and put the stories on a bulletin board.

Answers

1. unity
2. purity
3. activity
4. beauty
5. equality
6. liberty
7. treaty
8. plenty

letter **i**



8 CONNECTING PARTS

unity majority minority equality quality quantity purity
unity activity ability community

plenty treaty beauty liberty dusty majesty mighty thirsty
thrifty plenty difficulty

List words can be formed by connecting the word parts on the left with word parts on the right. Write each list word that can be formed.

1.	un	ity	5.	equal	ize
		iat			ity
		ite			ion
2.	pur	ify	6.	liber	ing
		ity			ty
		ion			ate
3.	activ	ate	7.	treat	ing
		ed			y
		ity			ion
4.	beau	ment	8.	plen	tion
		ty			ty
		tiful			tiful

Say the list words you wrote. Decide which ones end with the sound /itē/ and which end only with the sound /tē/. What letter spells the /i/ sound in /itē/?

30

Emphasis—The **ty** and **ity** endings.

Additional Resources—Use Enrichment Activity 6: Add an Ending.

A

Connecting Parts. This activity illustrates how a few suffixes can be used to make several words.

Explain that by connecting the word parts on the left with the word parts on the right, list words can be formed. Beginning with item 1, help pupils identify the list word **unity.** Have them write the list word and continue in this way for the remainder of the activity.

When all the words have been written, discuss the final question.

Supplementary Activity

Taking a Second Look. Have pupils pronounce the list words they wrote and tell what sound they hear at the end. (/tē/) Next pronounce the words **committee, absentee,** and **guarantee.** Have pupils listen to the ending sound. Then ask: "Do you also hear the /tē/ sound at the ends of these words?" (yes) Write the three nonlist words on the board and point out that the /tē/ sound is spelled **tee** rather than **ty.** Underline the letters **tee.**

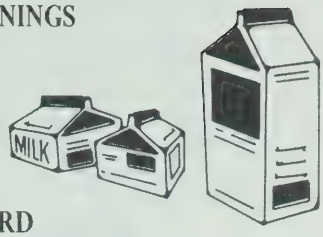
Pronounce the words **pea, sea, flea,** and ask: "What sound do you hear at the ends of these words?" (the /ē/ sound) Write the words on the board and call attention to the letters **ea** that stand for the /ē/ sound.

Discuss the fact that the /ē/ sound can be spelled **y, ee,** and **ea** at the ends of words and that the /tē/ sound can be spelled **tee** and **ty** at the ends of words. Lead to the conclusion that although the /tē/ sound can be spelled two ways, when it occurs at the ends of words it is usually spelled **ty.**

SIMILAR MEANINGS

Write the list words that have nearly the same meaning as the following words.

1. hardship, trouble
2. king
3. amount
4. more than enough
5. more than half
6. town



CROSSWORD

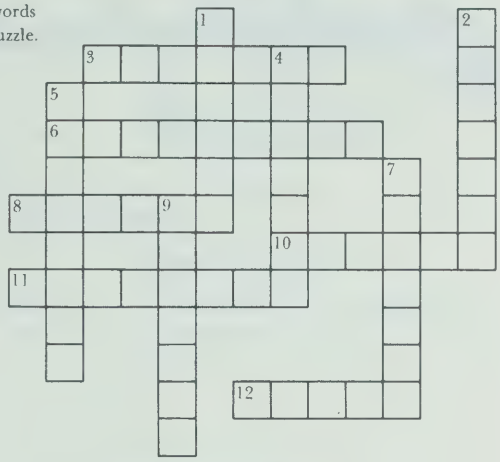
On your paper, write the list words that complete the crossword puzzle.

ACROSS

3. freedom
6. society
8. strong
10. pact
11. the smaller number
12. powdery

DOWN

1. good looks
2. talent
4. dry, parched
5. movement
7. worth
9. economical



plenty

The /tē/ sound at the end of a word is usually spelled **ty**.

unity

The /itē/ sound at the end of a word is usually spelled **ity**.

31

Answers

1. difficulty
2. majesty
3. quantity
4. plenty
5. majority
6. community

ACROSS

3. liberty
6. community
8. mighty
10. treaty
11. minority
12. dusty

DOWN

1. beauty
2. ability
4. thirsty
5. activity
7. quality
9. thrifty

B

Similar Meanings. In this activity, pupils will pair words that have similar meanings. When they are finished, have them name words that are similar in meaning to the words on page 30.

Crossword. This activity focuses on the spellings and the meanings of list words. You may wish to duplicate the puzzle layout and give a copy to each pupil. Explain that words in a crossword puzzle go down and across and that the box where the words overlap must have the same letter.

Help pupils read each clue, reminding them that the answers can be found in the list words. After each clue is read, have them write the list words on their papers.

Formulas. Select a pupil to read the formulas aloud and tell how they apply to the key words.

Supplementary Activities

Taking a Second Look. Pronounce **treaty** and **ability** and ask pupils if they can tell which ends with **ity** and which ends with **ty**. Help them identify which sounds and letter combinations go together. Call attention to the letter **i** in words ending with the /itē/ sound. Pronounce other list words at random and select pupils to tell whether the words end with the letters **ty** or **ity**.

Separate the Sentences. Write the following sentences and directions on the board.

Directions: Separate the words and write the sentences. (*Hint:* Look for **ty** endings.)

1. Thebeautyofthecommunityisthe qualityofitsart.
2. Themajorityofthepeoplehave artisticability.
3. Theymustsometimesbethrifty buttheyalwayshaveplenty.
4. Therehasbeensomedifficulty withasmallminority.
5. Anagreementtoatreatycomesfrom theunityofthemajority.

Answers

1. unity
2. activity
3. beauty
4. majesty
5. plenty
6. difficulty

---

1. o
2. m
3. om
4. om
5. om

om
/əm/

---

1. seldom
2. blossom
3. kingdom
4. freedom
5. atom

C

WRITE AND REVIEW

Point out that small **j**, **p**, and **f** have lower loops that should always be clearly open. Remind pupils that small **j** and **p** begin with the same upward stroke, that small **j** always has a dot, and that small **p** is two-thirds of a space high. Then have them practise each letter and letter train.

j—Number Count: 1-2-dot
—Descriptive Count: 1. Curve up. 2. Back down again in a straight slant past the base line and loop up (crossing the down-stroke at the base line). Dot the letter.

p—Number Count: 1-2-3
—Descriptive Count: 1. Curve up (to the height of small **d** and **t**). 2. Straight slant down past the base line, loop around (to the left), and curve up to form another loop (to the right above the base line). 3. Curve up.

f—Number Count: 1-2
—Descriptive Count: 1. Curve up, loop down in a straight slant past the base line, and loop up (to the right) to the base line where you touch the down-stroke. 2. Curve up from the base line.

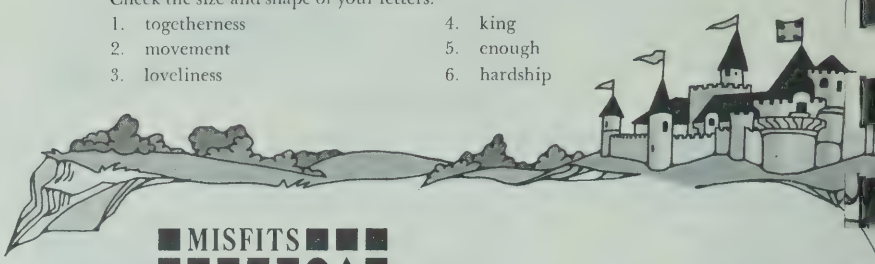
WRITE AND REVIEW

Practise each letter and letter train.

j jjjjj *p pppppp* *f ffffff*

Write the list word that is a synonym of each word below.
Check the size and shape of your letters.

1. togetherness
2. movement
3. loveliness
4. king
5. enough
6. hardship



MISFITS

Read the clues and name the missing letters.

1. seld____m — opposite of **often**
2. kingdo____ — country ruled by a king or queen
3. freed____ — liberty
4. bloss____ — flower on a fruit tree
5. at____ — very small particle

What two letters end each word?
What sounds do they stand for?

FILL IN THE MISFITS

Use the misfits to fill in the sentences below.

1. **Occasionally** means about the same as _____.
2. Fruit trees _____ in the spring.
3. A queen rules a _____.
4. The colonies won their _____.
5. A molecule is like an _____.

32

Before pupils write the list word answers for the second exercise, remind them to make each letter the correct size and shape.

Then guide pupils in examining the sound at the end of each answer. Review that the /tē/ sound at the end of a word is usually spelled **ty** and the /itē/ sound at the end of a word is usually spelled **ity**.

Misfits. The focus is on the final /əm/ sound spelled **om.** Pupils might spell this sound **um** or **im.**

Write the words **phantom** and **random** on the board and ask how they are like the misfits. If necessary, define the words. Challenge pupils to suggest context sentences.

Fill in the Misfits. This exercise provides practice in spelling the misfits. Read the directions and allow pupils to work on their own. Have them read the completed sentences and spell the answers aloud.

Supplementary Activity

Write a Story. Challenge pupils to write a story about a phantom. Encourage them to use as many of the misfits as possible.

D

Unit 8 Quiz

1. The baby had **difficulty** walking.
2. The ski boots were **dusty.**
3. Dogs have the **ability** to swim.
4. The beehive was full of **activity.**
5. The camel was **thirsty.**
6. The Indians signed a peace **treaty.**
7. Ants live in a **community.**

LOOK AGAIN

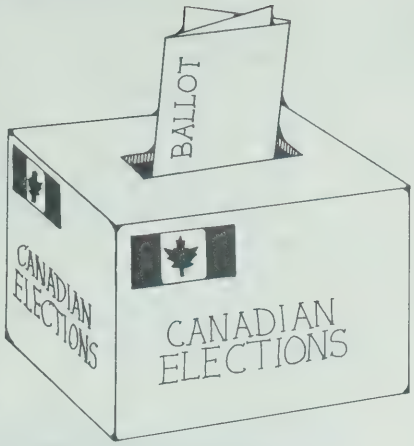
FIND THE ROOT

Write the root word for each of the following words.

1. equality
2. dusty
3. difficulty
4. purity
5. activity
6. community

IDENTIFY THE PATTERN

Make a card with **ity** on one side and **ty** on the other. When your teacher says a list word, identify the pattern by holding up the side that spells the ending.



LOOK AHEAD

ADDLED ADS

Change the words in heavy type to list words to make sense of this mixed-up ad.

So it's a **dusted** day and you're feeling **might thirstiest.** Why don't you open up an ice cold bottle of Fizzinyerface Root Beer? It's unmatched in **qualify** and **purification.** Be **thrift** and pick up a case of Fizzinyerface today.

REWRITE THE SENTENCES

These sentences can be made easier to read by using list words to shorten the phrases in heavy type. Rewrite the sentences and compare your work with your classmates' work.

1. The **group that was more than half** of the voters voted for the Prime Minister.
2. The **group that was less than half** of the voters voted for the woman who lost the election.
3. The **agreement between the nations** was signed by ambassadors of both nations.
4. Both languages have **the same rights** in Canada.

Answers

LOOK AGAIN

1. equal
2. dust
3. difficult
4. pure
5. active
6. commune

LOOK AHEAD

dusty
mighty
thirsty
quality
purity
thrifty

1. majority
2. minority
3. treaty
4. equality

8. The team needed **plenty** of practice.
9. The water was filtered to improve its **purity.**
10. The patient received a large **quantity** of blood.
11. Watches of high **quality** are costly.
12. The millionaire was **thrifty.**
13. Ann admired the sunset's **beauty.**
14. The blacksmith was a **mighty** man.
15. A **majority** of the workers went out on strike.
16. The team had great **unity.**
17. The boys were in the **minority.**
18. The women asked for **equality.**
19. The prisoner got his **liberty.**
20. The **majesty** of the Alps overwhelmed us.

Note: The /th/ sound in **thirsty** and **thrifty** may be especially difficult for some pupils to produce. Some pupils will want to substitute the /t/ sound and **t** spelling for an unvoiced /th/ sound. See page 4T for discussion.

Note the /i/ sound in words ending with **ity** (**quality,** for example). See page 12.

E

LOOK AGAIN

Find the Root. Items 1 through 3 illustrate words to which the **y** ending or the **ity** ending was added without dropping a letter. Items 4 through 6 illustrate words from which the final **e** was dropped before adding the ending.

Identify the Pattern. Have pupils read and follow the directions. Then pronounce list words and have them identify the ending by holding up the side showing the correct spelling of the ending sound. If there are incorrect responses, follow the corrective procedure outlined on page 17.

Supplementary Activity

More Endings to Identify. Pronounce the following nonlist words and have pupils identify the **ity** and **ty** endings by holding up the correct side.

familiarity	hasty
similarity	musty
party	rarity
hilarity	forty
clarity	guaranty

Note: Both **guarantee** and **guaranty** can be nouns, but **guarantee** can be a verb as well.

LOOK AHEAD

Addled Ads. This activity strengthens recognition of misused words. Have pupils read the directions and complete the exercise independently.

Rewrite the Sentences. Have pupils read the sentences silently and rewrite them according to directions. Allow them to complete the activity independently and then call on pupils to read the corrected sentences aloud.

Answers

1. usual
2. local
3. angel
4. equal
5. gradual
6. national
7. petal
8. quarrel
9. carnival
10. material

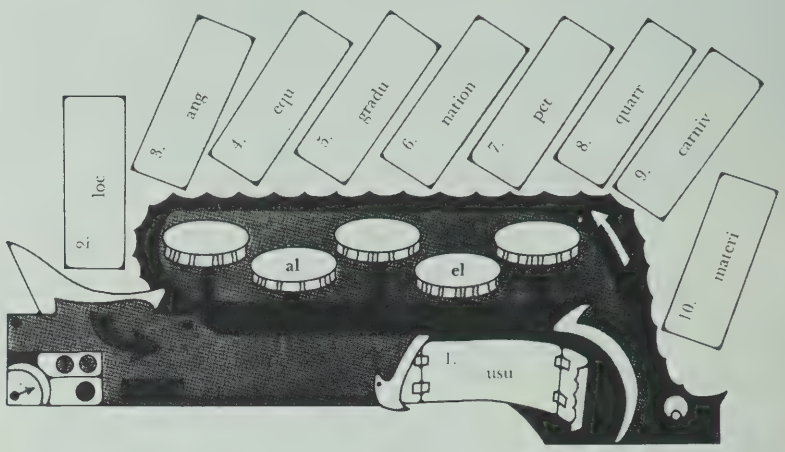
/əl/, al, el, no

9 PROGRAM THE COMPUTER

carniv<u>al</u> — local equal gradual usual carnival criminal hospital mineral national natural petal several signal special material

chann<u>el</u> — angel jewel quarrel vessel channel

Decide which button should be punched to complete the words in the computer. On your paper, write the words that come out.



What sound was added to complete the words? What pairs of letters stand for that sound? Does that sound give you a clue as to what vowel is used?
Remember that when a vowel is not accented, it is called the **schwa sound**, and its dictionary respelling looks like this: /ə/

34

Emphasis—The **al** and **el** suffixes.

Additional Resources—Use Enrichment Activity 7: A Special Puzzle.

A

Program the Computer. This activity shows that the schwa + l ending can be spelled **al** or **el.**

Ask pupils to tell how the computer in the picture is being used. (to add endings to words) Ask: "What two endings do you see?" (**al** and **el**)

Have pupils put the correct endings on the word parts going into the computer and write the resulting list words.

Discuss the questions at the bottom of the page, leading to the understanding that the /əl/ sound can be spelled **al** and **el.** Call attention to the schwa symbol and emphasize that because the vowel sound is not accented, the /a/ or /e/ sounds are lost in the **al** and **el** endings.

Supplementary Activity

Taking a Second Look. Pronounce the words **carnival, material,** and **channel.** Ask: "What sound is at the end of the three words?" (the /əl/ sound) Ask pupils to name other words ending with /əl/ and then write **pencil** and **handle** on the board. Have them pronounce the words, noting the /əl/ endings. Underline the letters **le** and **il.** Ask: "Can you think of other words that end with **le** and **il**?" (*Note:* **Peril, council,** and **pupil** are examples of the schwa + l sound spelled **il; uncle, title,** and **gentle** are examples

SCHWA SOUNDS

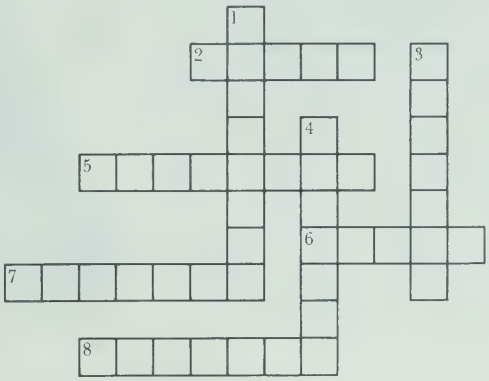
There are ten words in the following sentences that have the schwa + l sound. Write each word on your paper.

1. The criminal tried to swim the channel and ended up in the hospital with pneumonia.
2. The National Rock Society has had several meetings about the jewel.
3. The captain gave a signal for the vessel to enter the harbour
4. The Museum of Natural History held a special exhibit.

What two endings are part of the words you wrote? What vowel sound begins both endings?

CROSSWORD

On your paper, write the list words that complete the crossword puzzle.



ACROSS

2. regional
5. convict
6. normal
7. one of a kind
8. passage

DOWN

1. place to get medical care
3. ore
4. not artificial

carnival — The /əl/ sound at the end of a word can be spelled **al**.

channel — The /əl/ sound at the end of a word can be spelled **el**.

35

Answers

criminal
channel
hospital
National
several
jewel
signal
vessel
Natural
special

el, al /ə/

ACROSS

2. local
5. criminal
6. usual
7. special
8. channel

DOWN

1. hospital
3. mineral
4. natural

of the schwa + l sound spelled **le**.) Guide pupils to the conclusion that there are four possible spellings of the /əl/ sound.

Next pronounce the word **material** and ask: "How will this word be respelled in a dictionary?" Help pupils identify the /ē/ sound of the **i** and the /ə/ sound of the **a**. Lead them to see that the word would be respelled /mə tir′ ē əl/.

B

Schwa Sounds. This activity underscores the prevalence of the schwa sound in English. Emphasize that the sound offers no obvious clue to the spelling.

Have pupils read the directions and write the words with the schwa + l endings. (*Note:* All words to be written are list words.)

Crossword. Be sure pupils understand how to work a crossword puzzle. Remind them that the answers are list words. You may wish to duplicate the puzzle layout and give a copy to each pupil.

Formulas. Have each formula read aloud. Discuss how each applies to the key words. (Note: Some pupils pronounce this sound as a syllabic **l** rather than as a schwa + **l**. Pupils should be evaluated according to their actual pronunciation of **al** and **el**.)

Answers

1. o
2. o
3. am
4. em
5. am

---

1. bottom
2. custom
3. problem
4. program
5. bantam

WRITE AND REVIEW

Practise each letter. Keep the tall loop open in each letter.

l b h k

Copy the sentence. Your work should be neat and clean.

Captain Black knew the channel was too shallow for his boat.

MISFITS

Read the clues and name the missing letters.

1. bott____m — opposite of **top**
2. cust____m — habit
3. bant____ — small fowl
4. probl____ — something to be solved
5. progr____ — list of entertainers or speakers

ANALOGIES

Use the misfits to complete the analogies.

1. upper : lower : : top : _____
2. habit : seldom : : _____ : rarely
3. mechanic : car : : detective : _____
4. directions : person : : _____ : computer
5. heavyweight : _____weight : : large : small

36

C

WRITE AND REVIEW

Ask pupils to name the stroke that is the same in small **l, b, h,** and **k.** (the upper loop) Remind them that the loop should always be open and a full space high. Remind pupils to form the handwriting demons **b** and **h** carefully.

l—Number Count: 1
—Descriptive Count: 1. Curve up (to the height of a capital letter), loop down in a straight slant, and curve up at the base line.

b—Number Count: 1-2
—Descriptive Count: 1. Curve up, loop down in a slant, curve up and in (from the base line). 2. Back down a little and swing out.

h—Number Count: 1-2
—Descriptive Count: 1. Curve up and loop down in a straight slant to the base line. 2. Curve up in a round hill, down in a straight slant, and curve up (at the base line).

k—Number Count: 1-2-3
—Descriptive Count: 1. Curve up (to the height of a capital letter) and loop down in a straight slant to the base line. 2. Curve up in a hill and around in a tiny loop. 3. Curve down to the base line and curve up.

After pupils have completed the second exercise, have them underline the list word **channel** in the sentence. Have them pronounce the sound at the end of the word. (the /əl/ sound) Remind them that the /əl/ sound at the end of a word can be spelled **el** but that it can also be spelled **al** as in **signal.**

Misfits. The focus is on the final /əm/ sound spelled **om, am,** and **em** and on the final /am/ sound spelled **am.**

Define any unfamiliar words and use them in context sentences. Ask pupils to look up the meanings of **bantam** and **program** in two dictionaries. (*Note:* Items 4 and 5 in the following Analogies exercise are dependent on these meanings.)

Point out that **fowl** has the homonym **foul** and ask pupils to suggest context sentences.

Analogies. First make sure that pupils understand the principle of analogy. If necessary, repeat the explanation offered on page 19 of the Teacher's Edition.

Read the analogies aloud and help pupils complete them. Ask them to explain the relationships in each analogy.

D

Unit 9 Quiz

1. The mouse ate the flower **petal.**
2. The ambulance sped to the **hospital.**
3. The wind damaged **several** homes.
4. Dogs chased the **criminal.**
5. Jim changed the television **channel.**
6. Sailors use **signal** flags to send messages.

LOOK AGAIN

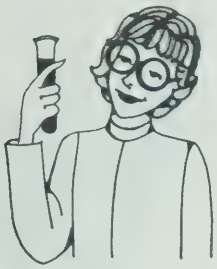
IDENTIFY THE PATTERN

Make a card with **el** on one side and **al** on the other. When your teacher says a list word, identify its spelling pattern by holding up the side that stands for its ending.

SPOT THE WORD

Reading either across or down, write the list words you can spot. (Hint: What letter combinations should you look for?)

a	l	s	t	m	c	l	u	p	p	e	i	w
t	e	v	n	e	c	s	e	v	e	r	a	l
b	u	d	z	i	r	s	k	e	t	v	c	t
c	i	l	o	m	i	n	e	r	a	l	s	t
h	t	c	t	s	m	a	l	m	l	e	o	n
e	c	a	r	n	i	v	a	l	r	q	p	q
d	c	r	e	g	n	w	n	h	z	u	a	r
i	g	u	s	u	a	l	g	y	e	a	e	h
a	v	e	r	b	l	m	e	g	o	l	i	j
s	p	e	c	i	a	l	l	s	x	r	s	n
t	e	n	l	e	c	h	a	n	n	e	l	m
j	l	o	c	a	l	w	a	l	s	l	e	i
e	t	g	i	t	f	a	e	l	g	d	a	l



LOOK AHEAD

STORY SETTINGS

Use as many list words as you can to write a story for either of the settings below.

Person:	specialist	Person:	detective
Place:	hospital or	Place:	Scotland Yard
Thing:	emergency	Thing:	jewel theft

WORD RELATIVES

Write the list word that is related in spelling and meaning to each of the following words.

1. mine
2. sign
3. specific
4. graduate
5. matter
6. nation

37

7. The spy used a **special** code.
8. The **angel** lost her halo.
9. It is **natural** for ducks to swim.
10. Police officers guarded the **jewel.**
11. I cut the pie into **equal** parts.
12. The maple leaf is our **national** emblem.
13. My neighbours always **quarrel.**
14. Don was a **local** football hero.
15. The aorta is a blood **vessel.**
16. Our church held a **carnival.**
17. The workers got a **gradual** raise.
18. The class did its **usual** work.
19. Coal is a valuable **mineral.**
20. The curtains were made of a fine **material.**

Note: The schwa sound in **al** and **el** endings may be especially difficult for some pupils to produce.

Pupils should be reminded that the schwa sound gives misleading clues about its spelling patterns. For additional practice, see pages 12, 16, 20, 24, 28, and 5T.

Note the /i/ sound in **mineral, hospital, criminal,** and **signal.** See page 12.

E

LOOK AGAIN

Identify the Pattern. Have pupils read and follow the directions. Then pronounce list words at random and have pupils hold up the side of the card showing the correct spelling of the **el** and **al** suffixes. If there are incorrect responses, follow the corrective procedure outlined on page 17.

Spot the Word. Discuss the question in the hint and remind pupils to look for words with the **al** and **el** suffixes. Have them read the directions and write as many list words as they can find.

Answers

LOOK AGAIN

ACROSS

several
mineral
carnival
usual
special
channel
local

DOWN

criminal
angel
petal
equal

LOOK AHEAD

1. mineral
2. signal
3. special
4. gradual
5. material
6. national

Supplementary Activity

More Patterns to Identify. Pronounce the following nonlist words and have pupils hold up the side of the card that spells the schwa + l sound.

1. dental
2. metal
3. hustle
4. racial
5. postal
6. cradle
7. facial
8. fatal
9. bushel
10. squirrel
11. casual
12. palatial

LOOK AHEAD

Story Settings. Remind pupils that a plot develops within a story setting. Discuss several different kinds of specialists the story may be about. Outline several emergency situations that each specialist could be called upon to deal with and have pupils write a short story, using as many list words as possible.

Word Relatives. Tell pupils that when words have the same root word, they are said to be in the same word "family." Have them read the directions and complete the activity independently.

Answers

devil
pencil
cradle
sample
Ankle
cable
Puzzle
bubble
Bugle
bundle
Paddle
maple

/əl/
il, le

10 INCOMPLETE POEM

bugl<u>e</u> maple bugle noble cable cradle ankle angle bubble
bundle gentle paddle puzzle sample example article

devi<u>l</u> pupil pencil civil evil devil

What ending will complete each list word in the poem? Write the list words on your paper.

THE SPELLING SPELL

There's a dev____ in my penc____,
Who makes me spell all wrong.
Ever since the crad____,
His spell has been quite strong.
You'll see it in this samp____
Of words I've written wrong:
Ank____ became "inkwell," cab____ became "club."
Puzz____ became "pretsel," bubb____ became "blub."
You think that's bad? At least they're words.
The next ones are outrageous.
I hope they're not contagious:
Bug____ I wrote "bulgu," bund____ I wrote "nubled."
Padd____ I wrote "deldap," map____ I wrote "pamle."
I'm such an awful pupil.
This devil loves to tease.
Be gentle with my spelling.
But do not copy, please!

What sounds end each word you wrote?
What different spellings do you find for the sounds?

38

Emphasis—The **le** and **il** suffixes.

Additional Resources—Use Enrichment Activity 8: Silly Sentences.

A

Incomplete Poem. This activity calls attention to two frequently misspelled suffixes with the schwa + l sound spelled **le** and **il.** Have pupils silently read the poem and write the words that are missing letters. When the words have been written, have someone read the poem aloud. Point out that because **le** and **il** spell the same sound, their spellings are easily confused, a point made in Unit 9.

Discuss the questions at the bottom of the page. You may wish to use the poem for a discussion of the function of spelling in communication. Point out that when words are so badly misspelled that they are unrecognizable, communication is impossible.

Supplementary Activities

Taking a Second Look. Pronounce the key words for each word group (**bugle** and **devil**) and identify the schwa + l sound and its spellings **le** and **il.** Ask pupils to read both word groups silently to see if there are any words that do not end with the /əl/ sound. They should see that all the list words end with the same sound but that the sound can be spelled two ways: **le** and **il.**

Practice. Pronounce words at random from both word groupings and select pupils to tell which letters spell the schwa + l ending.

SCHWA SOUNDS

Find and write the words in the following sentences that have the schwa + l sound.

1. The man gave an example of the evil ways of the devil.
2. Each pupil brought a news article to share in class.
3. The girl held the trumpet at an awkward angle.
4. The frail king was not civil to the gentle noble.
5. "Bubble, bubble, toil, and trouble," said the witch.
6. Carrie wrote a fable about a horse in a stable.

What two endings are part of the words you wrote?
What vowel sound begins both endings?

SCHWA+L REVIEW

Write the correct endings for the following words. Use only **al, el, il,** or **le.**

penc____	quarr____	nation____	artic____
gradu____	gent____	sign____	civ____
ev____	cab____	vess____	bubb____

What vowel sound begins the endings **al, el, il** and **le**?

bugle
devil

The /əl/ sound can be spelled le or il.

39

B

Schwa Sounds. Have pupils read the directions and write the words with the schwa + l endings. Then have them discuss the final questions.

Schwa + l Review. This activity reviews the schwa + l endings spelled **al, el, il,** and **le.** Remind pupils that the schwa + l sound can be spelled four ways. Have pupils complete the activity and answer the final question. Then ask: "Do any of the words end with **ol** or **ul**?" Lead to the conclusion that the schwa + l sound is rarely spelled **ol** or **ul.** (**Capitol** and **consul** are exceptions.) (*Note:* All words are list words.)

Formula. Have someone read the formula aloud and tell how it applies to the key words.

Supplementary Activities

Who Has the Ending? Write the list words on the board with blanks in place of the schwa + l endings. Have pupils play the game Who Has the Ending? and fill in the blanks with the missing letters. See directions on page 27. (As an alternative activity, you may wish to add words from Unit 9.)

Separate the Sentences. Write the following directions and sentences on the board.

Directions: Separate the words below and write the sentences. (*Hint:* Look for the schwa + l endings.)

1. Thepupilsharpenedherpencil todothepuzzle.
2. Igavethecradleagentlerock.
3. Theexamplewasjustasampleof thewholearticle.
4. Thenobleeagleglaredatuswith anevileye.
5. Howdidthatbundleofcableget inthemapletree?
6. Iampuzzledbymyswollenankle.
7. Shepaddledthecanoegentlythrough thewater.
8. Bobplaysabugleinthecivil serviceband.

Answers

1.	example	pencil
	evil	gradual
	devil	evil
2.	pupil	quarrel
	article	gentle
3.	angle	cable
4.	civil	national
	gentle	signal
	noble	vessel
5.	bubble	article
	trouble	civil
6.	fable	bubble
	stable	

le, il
schwa sound

schwa sound

Answers

1. e
2. e
3. en
4. en
5. en

---

1. hard, soft, stiff
2. bright, length, dark
3. light, like, rough

WRITE AND REVIEW

Practise each letter.

x y z

Copy the sentence. Check the formation of your letters.

I was puzzled by the example he gave.

MISFITS

Read the clues and name the missing letters.

1. beat____n whipped
2. hard____n make hard
3. dead____ make numb
4. soft____ make soft
5. fall____ dropped

ROOT WORDS

Write the root words in the exercise below.

1.	harden	soften	stiffen
2.			
3.	lighten	liken	roughen

C

WRITE AND REVIEW

Point out the similar beginning stroke in small **x, y,** and **z.** Remind pupils to keep the lower loop open in **y** and **z.** Then have them practise each letter.

x—Number Count: 1-2
—Descriptive Count: 1. Curve up in a round hill, down in a straight slant to the base line, and curve up. 2. Make a straight slant cross stroke.

y—Number Count: 1-2
—Descriptive Count: 1. Curve up in a round hill, down in a slant and curve up at the base line (to the same height as the round hill). 2. Back down again in a straight slant past the base line and loop up (to the left).

z—Number Count: 1-2
—Descriptive Count: 1. Curve up in a round hill and back to the base line. 2. Back up again for a short distance and then curve down and loop up (to the left).

Have pupils carefully complete the second exercise and then check to be sure their letters were formed correctly.

Ask one pupil to read the sentence aloud. Point out the list word **example.** As a review of the unit formula, ask pupils to name the sound represented by **le** at the end of the word. (the /əl/ sound)

Misfits. The focus is on final **en** pronounced /ən/.

Root Words. This activity provides further exposure to the final **en.** Allow pupils to work independently and then have them read the answers aloud.

Supplementary Activity

How English Works. Write **harden** and **soften** on the board and ask pupils to define them. Circle the **en** and guide pupils to see that the addition of **en** to the root word changes the meaning of the word to "to make something **hard** or **soft.**" Emphasize this concept, using further examples like **weaken** and **loosen.**

Encourage pupils to define the words in Root Words by asking questions like: "What does **stiffen** mean?"

D

Unit 10 Quiz

1. A **bugle** call was sounded.
2. The horse was **gentle.**
3. John carried a **bundle** of firewood.
4. The dog bit my **ankle.**
5. Jane sharpened her **pencil.**
6. The baby sleeps in the **cradle.**

LOOK AGAIN

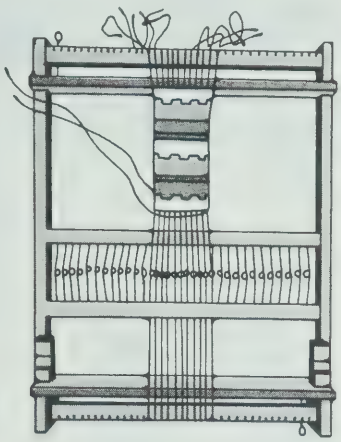
SPOT THE WORD

Reading either across or down, write the list words you can spot. (Hint: What letter combinations should you look for?)

a	p	t	h	o	e	m	l	a	p	k	t	a	w
t	n	c	i	m	a	p	l	e	e	p	m	i	h
u	n	x	r	y	o	a	g	l	b	u	g	l	e
i	d	b	b	u	n	d	l	c	m	z	l	z	x
o	v	e	w	v	o	d	u	a	n	z	t	y	a
m	p	e	n	c	i	l	o	r	u	l	h	e	m
n	t	i	l	u	g	e	n	t	l	e	b	i	p
b	h	e	d	p	i	h	e	i	t	o	i	c	l
d	a	c	i	t	n	e	l	c	i	c	l	m	e
j	w	i	l	p	u	p	i	l	t	k	i	t	u
n	e	v	i	l	e	a	u	e	g	o	s	n	i
a	s	i	r	g	q	r	a	n	c	n	e	c	z
e	n	l	t	h	a	e	t	v	j	r	h	p	o
o	t	m	i	n	h	l	e	k	z	t	w	e	t

IDENTIFY THE PATTERN

Make a card for the two spellings of the /əl/ sound. When your teacher says a list word, identify the pattern by holding up the side that spells the sound.



LOOK AHEAD

FIND AND SCORE

Going from left to right, see how many words you can find in the word **paddle**. Give yourself a point for each letter in each word you make.

Example: 2 points ad — 3 points add

EXPLAIN THE SITUATION

Explain how the devil in the pencil on page 38 was finally tricked into correcting errors rather than causing them.

7. Eskimos **paddle** their kayaks.
8. The car parked at an **angle.**
9. The volcano began to **bubble.**
10. The miner tested a rock **sample.**
11. The spies had an **evil** plot.
12. The tree was tapped for **maple** syrup.
13. Bert read a magazine **article.**
14. Alice did the crossword **puzzle.**
15. The teacher scolded his **pupils.**
16. The **devil** has a red tail.
17. John understood the **example.**
18. Letter carriers are **civil** servants.
19. The Greeks are a **noble** people.
20. The workers laid an underground **cable.**

Note: The schwa sound in **le** and **il** endings may be especially difficult for some pupils to produce. See pages 36 and 5T. Note the /z/ sound in **example.** Note the /v/ sound in **civil, evil,** and **devil.** See page 16.

E

LOOK AGAIN

Spot the Word. Discuss the question in the hint and remind pupils to look for words with the **le** and **il** suffixes. Have them read the directions and write as many list words as they can find.

Identify the Pattern. Have pupils read and follow the directions. Then pronounce list words at random and have pupils hold up the card showing the correct spelling of the schwa + l sound. If there are incorrect responses, follow the corrective procedure outlined on page 17.

Supplementary Activities

More Patterns to Identify. Pronounce the following nonlist words and have pupils show the correct schwa+ l endings.

1. waddle
2. idle
3. double
4. ramble
5. temple
6. poodle
7. fiddle
8. fossil
9. riddle
10. battle

LOOK AHEAD

Find and Score. Write the word **paddle** on the board and have pupils find the words **pa** and **pale.** Point out that it is possible to skip letters as long as the left-to-right sequence is maintained. Have them complete the activity.

Explain the Situation. Discuss ways the devil might have been tricked into correcting spelling errors and then have pupils write a short explanation. Remind them to use the list words.

Supplementary Activity

Story Follow-Up. After pupils have written their stories and you have read them, have some of the better stories read aloud.

Answers

LOOK AGAIN

ACROSS

maple
bugle
bundle
pencil
gentle
pupil
evil

DOWN

civil
paddle
article
puzzle
example

LOOK AHEAD

Answers will vary.

Answers

aviator
warrior
printer
tailor
conductor
preacher
janitor
inventor
editor
director
speaker

/ər/
er, or

11 FIGURE OUT THE SCENE

How many list words can you identify in this picture?

tailor inventor conductor director editor elevator
janitor tailor warrior aviator
worker owner player preacher printer speaker speller
trailer worker manager toaster

Look at the words you wrote. What sounds do you hear at the end of each? What letters stand for the sounds?

42

Emphasis—The **er** and **or** suffixes.

Additional Resources—Use Enrichment Activity 9: Graffiti.

A

Figure Out the Scene. This activity shows that /ər/ spelled **er** and **or** at the end of a word often signals the name of a person or a thing.

Call attention to the picture and ask: "How many people do you see in the picture? Can you tell by looking at them what kind of work they do?" Have pupils identify an inventor, a movie director, an editor, and so forth. Remind pupils to write the list words they identify.

In discussing the questions at the bottom of the page, emphasize that /ər/ at the end of a word often signals the name of a person or a thing, such as an **editor** or a **typewriter.** Point out that /ər/ can be spelled **er** and **or.**

Supplementary Activities

Taking a Second Look. Ask: "Does anyone in the picture look like a janitor?" If anyone identifies a janitor, ask: "How can you be sure he is a janitor?" Discuss how a person's dress or appearance often determines the label we attach to him or her.

Finding Root Words. Write the following sentence on the board: "An **inventor** is someone who _____." Have pupils complete the final blank with the word **invents.** Ask: "What is the root word of **inventor** and **invents?**" Help them identify the root word **invent.** Continue in the same way with the words **owner** and **elevator.**

Next write **janitor** and **tailor** on the board. Ask: "What is the root word of each word?" Lead pupils to see that the words themselves are root words for other word forms, such as **janitorial** and **tailoring.**

Who Has the Ending? Write each of the list words on the board, mixing words from the two word groups. Have pupils fill in the blanks by playing Who Has the Ending? See page 27 for directions.

CROSSWORD

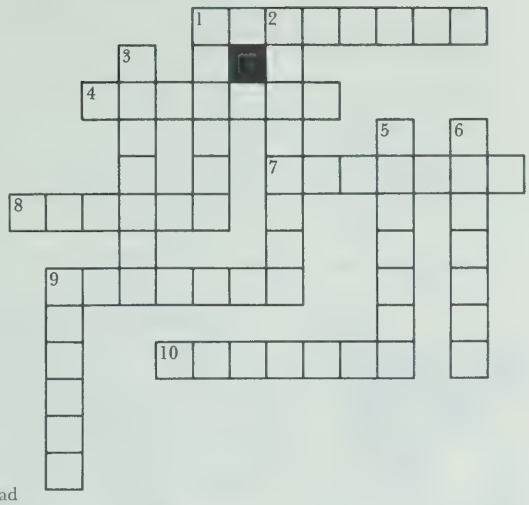
On your paper, write the list words that complete the crossword puzzle.

ACROSS

1. one who gives a sermon
4. one who talks
7. one who flies
8. one who sews clothes
9. one who fights battles
10. one who maintains a building

DOWN

1. one who plays ball
2. something that carries us up and down
3. something that teaches us how to spell
5. one who runs a business
6. something that toasts bread
9. one who works



ONE WHO...

On your paper, write the list and nonlist words that make the poem below rhyme.

One who owns is an _____.

One who donates is a _____.

One who prints is a _____.

One who sprints is a _____.

One who trails is a _____.

One who sails is a _____.

One who sells is a _____.

One who spells is a _____.

What sounds end each word you wrote?
Are they spelled the same each time?
Do the words mean a person, a thing, or both?

tailor
worker

The /ər/ ending can be spelled **er** or **or**. It can refer to a person or a thing.

43

Answers

ACROSS

1. preacher
4. speaker
7. aviator
8. tailor
9. warrior
10. janitor

DOWN

1. player
2. elevator
3. speller
5. manager
6. toaster
9. worker

---

owner
donor
printer
sprinter
trailer
sailor,
seller
speller

/ər/
no
both

Example:
Eugene is such a wordy feller;
He's sure someday to write a speller.

To establish the cadence for other verses to follow, you may wish to make up one verse together before making the assignment individual. After the individual verses are written, they may be collected and compiled into one poem.

Separate the Sentences. Write the following directions and sentences on the board.

Directions: Separate the words and write the sentences. (*Hint:* Look for endings.)

1. Theeditorandtheprinterwork together.
2. Theelevatorconductorisahard worker.
3. Anaviatorcrashedintheforest.
4. Thejanitorcomplainedtothe manager.

B

Crossword. You may wish to duplicate the puzzle layout and give a copy to each pupil. Have pupils read the clues and complete the puzzle with list words.

One Who . . . This activity shows that words that name people often end with **er** and **or**. Tell pupils that to complete the poem they will need to write four nonlist words and four list words. Tell them also that all of the words they write will be words that name someone who does something. Ask: "Whèn a word names someone who does something, what sound does it often end with?" (the /ər/ sound) Have pupils use the root word in each line to figure out what word goes in each blank. (*Note:* Nonlist words are **donor, sprinter, sailor,** and **seller.**)

Formula. Have someone read the formula aloud and tell how it applies to the key words.

Supplementary Activities

Fortune Poems. This activity allows pupils to use the list words in a game context and calls attention to the fact that **er** and **or** are pronounced /ər/.

Have each pupil use the list words to write two verses forecasting the future of a classmate.

Answers

1. e
2. e
3. en
4. en
5. en

1. even
2. written
3. kitten
4. fallen
5. mitten

WRITE AND REVIEW

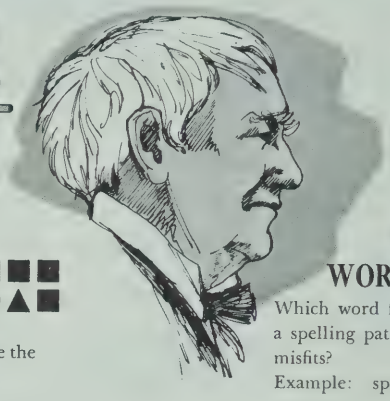
Practise each of the demon letters below.

a d o i r t e b h n m

Copy the sentence. Every word should rest on the base line.

Thomas Edison, the inventor,

was born on February 11, 1847.



MISFITS

Read the clue and name the missing letters.

1. chos____n picked out
2. ris____n form of **rise**
3. fatt____ make fat
4. rott____ spoiled
5. tak____ form of **take**

WORD PAIRS

Which word from each pair has a spelling pattern similar to the misfits?

Example: sparrow raven

1.	level	even
3.	tiger	kitten
4.	fallen	tumbled
5.	mitten	glove

44

C

WRITE AND REVIEW

As an additional review of the demon letters, have pupils write each letter once. Remind them that when these letters are misformed, they are often mistaken for other letters.

Have pupils read the sentence in the second exercise. See if they can name some of Edison's inventions. (Edison invented the electric light and the phonograph, and he helped perfect motion pictures and the telephone.) Then have them copy the sentence. Remind them that every word should rest on the base line.

Ask pupils to pronounce the ending of **inventor.** (/ər/) Remind them that **or** is one of the spellings for the /ər/ sound.

Misfits. The focus is on the final **en** pronounced /ən/.

Ask pupils to identify the root words. Point out that in items 1, 2, and 5 the final **e** of the root word is dropped before **en** is added and that in 3 and 4 the **t** is doubled to keep the original vowel sound short.

Word Pairs. Read the directions and ask: "How is **raven** like the misfits?" Allow pupils to work independently and then have them spell their answers aloud.

D

Unit 11 Quiz

1. The bread was burned in the **toaster.**
2. People crowded into the **elevator.**
3. Fans cheered the **player.**
4. The truck's **trailer** overturned.
5. The chief was a brave **warrior.**
6. The orchestra followed the **conductor.**
7. The dog bit its **owner.**
8. A bee is a hard **worker.**
9. The team needed a **manager.**
10. The phonograph had a bad **speaker.**
11. The film had a good **director.**
12. The gadget made the **inventor** rich.
13. The **professor** gave a lecture.
14. The church welcomed the **preacher.**
15. Ink splashed on the **printer.**
16. Angry letters reached the **editor.**
17. Ron's father is a **tailor.**
18. Lucy was a good **speller.**
19. The doors were locked by the **janitor.**
20. Sheila trained to be an **aviator.**

Note: The schwa sound in **er** and **or** endings may be especially difficult for some pupils to produce. See pages 36 and 5T.

LOOK AGAIN

a	r	e	a	d	c	i	g	v	w	j	s	m	p
n	r	o	y	w	a	r	r	i	o	r	p	c	r
a	b	w	s	o	v	c	h	t	r	v	e	o	i
t	r	n	e	k	h	r	e	r	k	d	l	r	n
s	e	n	i	o	r	a	o	n	e	b	l	g	t
v	c	o	n	d	u	c	t	o	r	g	e	k	e
h	d	o	v	g	j	a	n	i	t	o	r	d	r
n	d	l	e	h	b	k	h	w	a	w	s	j	o
i	m	a	n	a	g	e	r	k	o	n	h	o	t
m	e	r	t	n	a	i	c	n	m	e	p	x	a
s	v	t	o	a	s	t	e	r	p	r	t	c	i
d	u	n	r	e	b	n	v	b	s	c	g	d	l
v	a	d	d	w	o	e	o	r	m	f	q	v	o
e	r	i	p	g	d	l	z	t	h	i	u	y	r

SPOT THE WORD

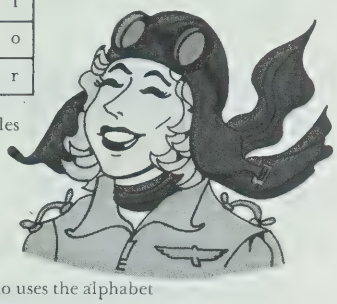
Reading either across or down, write the list words you can spot. (Hint: What letter combinations should you look for?)

FIND THE ROOT

Write the root word for each word below.

1. director
2. editor
3. player
4. preacher
5. speaker
6. trailer
7. toaster
8. inventor

What letters were left off each word?



LOOK AHEAD

RIDDLED POEM

What list words answer the riddles in the poem?

He uses ink and sets the type
To put down words to read. _____
This woman leads the orchestra
And sets the music's speed. _____
A mighty fighter always ready
To fight when he thinks he must. _____
A man with brooms and mop and pail
To clean the dirt and dust. _____
One who uses the alphabet
To figure out the words. _____
One who flies a plane aloft
Above the soaring birds. _____

EXPLAIN THE SITUATION

Write a story about some of the people on page 42.

Answers

LOOK AGAIN

ACROSS	DOWN
warrior	inventor
senior	worker
conductor	owner
janitor	speller
manager	printer
toaster	tailor

1. direct
2. edit
3. play
4. preach
5. speak
6. trail
7. toast
8. invent

er, or

LOOK AHEAD

printer
conductor
warrior
janitor
speller
aviator

E

LOOK AGAIN

Spot the Word. Discuss the question in the hint and remind pupils to look for the **er** and **or** letter combinations. Have them read the directions and write as many list words as they can find.

Find the Root. This activity illustrates words in which **er** and **or** are simply added to root words.

Supplementary Activity

Reusing Find the Root. Have pupils compare the activity words with the words they wrote. Ask: "Which words name an activity? Which words name the person who does the activity?"

LOOK AHEAD

Riddled Poem. This activity matches list words with rhyming meanings. Tell pupils that each of the verses describes someone who does something and that the name of the person can be found in the list words.

Explain the Situation. Have pupils look again at the picture on page 42. Discuss the curious fact that so many different kinds of people are included in one picture. Ask: "What kinds of real-life situations might bring together people in so many different fields?" Have pupils discuss possible explanations and then allow time for them to write about the picture.

Supplementary Activity

The Future Board. This activity shows that words ending in **er** and **or** name people who do things.

Make a future board (or assign a small group to make it) and let pupils take turns having their fortunes told.

To make the board, cover a large piece (60 cm by 60 cm) of cardboard with white paper and divide it into 8 cm squares. In each square, write odd or unusual occupations, such as a mad **inventor,** a piccolo **player,** a fortune **teller.** (Use list words and nonlist words.) Have pupils take turns standing over the board and dropping a button. Whichever square the button lands on will indicate a pupil's future.

Answers

A. yes
B. yes
C. yes
D. yes
E. yes
F. no

12 REVIEW

FIVE BLOCK REVIEW

In this game, there are seventeen blocks from beginning to end. But if you know some spellings of the **schwa** sound, you can finish in five. Follow the directions.

1. Read the words in the top line of block A.
2. Ask yourself, "Is there a schwa sound in the letters in heavy type?"
3. Write **yes** or **no** on your paper.
4. Look at block A again. Next to both **yes** and **no** is a letter. Look at the letter next to your answer. Go to the block labelled with that letter and continue.

A. different silence
yes I no G

B. Pencil and noble have the schwa sound. Try this:
present vacant
yes K no N

C. File and feel do not have the schwa sound. Try this again:
different silence
yes I no G

D. Influence and performance have the schwa sound. Try this again:
present vacant
yes K no N

E. Accident and fragrant have the schwa sound. Try this:
puzzle civil
yes H no M

F. Preacher and editor have the schwa sound. Try this:
poor afar
yes J no Q

46

Emphasis—Review of Units 3 through 11.

Additional Resources—Use Enrichment Activity 10: Pyramids and Cubes.

A

Note: Review Unit activities may be completed in four teaching periods.

Five Block Review. This activity reviews the schwa endings spelled **ent** and **ence**, introduced in Unit 3; **al, el,** and **ial,** introduced in Unit 9; **le** and **il,** introduced in Unit 10; and **or** and **er,** introduced in Unit 11. Remind pupils that the schwa sound occurs when the vowel is not accented. Pronounce **present, presence, petal, angel, material, maple, devil, motor,** and **owner.** Pause after each and have pupils identify the schwa ending and tell how it is spelled.

Have pupils note that the review is presented in a programed game that allows each pupil to proceed at his own speed. Tell them that as they proceed from one box to another, their texts will indicate whether or not they are making the right choices.

Go over each of the four steps in the directions with pupils, making sure they understand how to proceed from box to box. Emphasize that each answer should be written.

Have pupils complete the activity. You may then wish to determine the average score for your class and allow them to compare their individual scores with the group average.

Supplementary Activities

Reusing the Units. If your pupils need extra review, you may wish to return to the individual units.

G. Different and silence have the schwa sound. Try this:
bugle angel
yes I no L

H. You're almost through. Try this:
preacher editor
yes Q no F

I. You're right. Now try this:
pencil noble
yes K no B

J. Poor and afar do not have the schwa sound. Try this:
seal feel
yes P no Q

K. You're doing fine. Try this:
accident fragrant
yes H no E

L. Bugle and angel have the schwa sound. Try this:
file feel
yes C no I

M. Puzzle and civil have the schwa sound. Now try this:
real pale
yes O no H

N. Present and vacant have the schwa sound. Try this:
influence performance
yes K no D

O. Real and pale do not have the schwa sound. Try this again:
accident fragrant
yes H no E

P. Seal and feel do not have the schwa sound. Try this again:
preacher editor
yes Q no F

Q. You're finished. How many blocks did you use?
Perfect score: 5

47

Answers

G. yes
H. yes
I. yes
J. no
K. yes
L. no
M. no
N. yes
O. yes
P. yes

To review Unit 3, have pupils turn to page 10 and identify the words ending with **ent** and those ending with **ence.** Have them silently review the list words and make flashcards of words that are troublesome. Follow the same procedure for the **al, el,** and **ial** endings, introduced on page 34; for the **le** and **il** endings, introduced on page 38; and for the **or** and **er** endings, introduced on page 42.

Word Bingo. This activity provides practice in spelling troublesome words and allows pupils to use the list words in a game context.

To play Word Bingo each player must first make a word card by dividing a piece of cardboard (about 15 cm by 20 cm) into ten equal sections. Next have each pupil select ten words from the word lists in Units 3 through 11 and write one word minus the schwa ending in each section. (*Example:* ang___.) Suggest to pupils that they select words they have had trouble learning to spell. (If you wish to have pupils write more words, have them use 21 cm by 27 cm paper.) Give pupils another piece of cardboard (or paper) and have them divide it into the same number of sections again. Then cut each section so that it will fit over the incomplete words on the word card. On the sections, have them write the schwa endings that go with the incomplete words.

Call out words at random from the list words in Units 3 through 11. After each word is called out, each player looks for the word on his or her card. If he or she finds it, he or she covers it with the correct ending. The first to cover all of his or her words correctly wins. (*Note:* Pupils may exchange word cards and endings and play again.)

Answers

horrible
terrible
attractive
active
moisture
failure
measure
treasure

---

1. gradual
2. mineral
3. evil
4. local
5. bundle
6. gentle
7. ankle
8. cable
9. mammal
10. particle
11. cancel
12. serial

UNFINISHED POEM

Complete the poem by putting either the **ible**, **ive**, or **ure** endings on the unfinished words. Then read the poem aloud.

THE PIRATE

A horr____ pirate all scary and bold
Was sick in his bed with a terr____ cold.
His nose was all red and was not too attract____.
He sneezed and he coughed and his pulse was
quite act____.
And wiping the moist____ from each teary eye—
His health was a fail____ — he told me just why:
"When working quite hard with a map and a
meas____.
Don't choose a wet swamp to bury your
treas____."

SORT THE SCHWA SPELLINGS

Read the formula. Then look at the words below the formula. Change the /əl/ on the words below to one of the following endings: **le, il, al, el.** Write the words on your paper.

bugle
devil
carnival
channel

The /əl/ ending can be spelled **le, il, al, el.**

1. gradu/əl/	5. bund/əl/	9. mamm/əl/
2. miner/əl/	6. gent/əl/	10. partic/əl/
3. ev/əl/	7. ank/əl/	11. canc/əl/
4. loc/əl/	8 cab/əl/	12. seri/əl/

48

B

Unfinished Poem. This activity reviews Unit 7. Have a pupil read through the poem, substituting **ible, ive,** or **ure** for each blank. Ask: "Which endings have the schwa sound?" (**ible** and **ure**) "Which does not have the schwa sound?" (**ive**) Discuss the letter combinations that stand for each ending sound and have pupils write the words that go in each blank.

Sort the Schwa Spellings. This activity reviews schwa endings, introduced in Units 9 and 10. Emphasize that the schwa + l ending can be spelled four ways. Have pupils read the formula and tell what the four ways are. Pronounce the key words and have pupils note the /əl/ sound at the end of each. Then have them read the directions and write the words below the formula with the correct endings. (*Note:* Nonlist words are **mammal, particle, cancel,** and **serial.**)

Supplementary Activities

Reusing the Units. If your pupils need extra review, you may wish to have them return to the individual units.

To review Units 9 and 10, have pupils turn to pages 34 and 38 to look over the list words with the schwa + l ending. Have them find the list words they had trouble with in the review activity and write them correctly. You may suggest that they make four groupings (**il, le, el,** and **al**) and write troublesome words in the correct group.

Say the Consonant; Show the Vowel. This activity helps pupils distinguish between vowels, consonants, and vowels with schwa sounds.

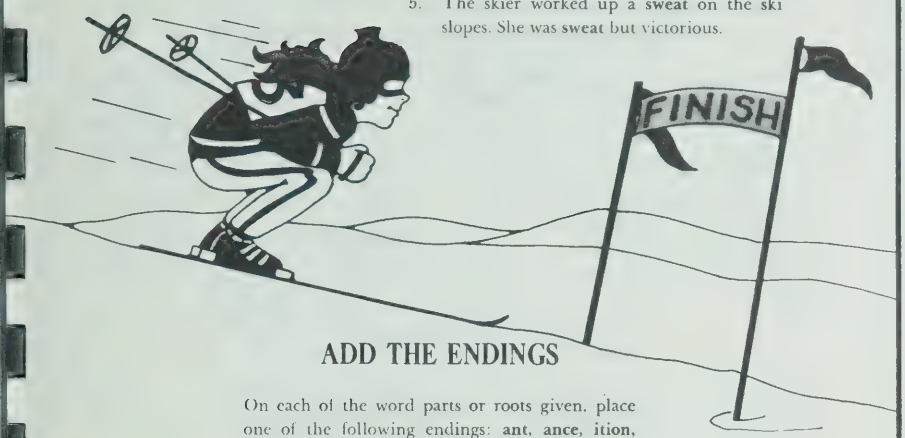
Pronounce list words at random from Units 7, 9, and 10. Select a pupil to spell the word, using gestures in place of vowels.

Instead of saying **A,** the pupil makes an upside-down **V** with two fingers of one hand and crosses it with a finger of the other hand. Instead of **E,** he or she points sideways with three fingers on the left hand. Instead of **I,** he or she holds up one finger. For **O,** he or she makes a circle with a thumb and a finger. For **U,** he or she cups his or her thumb and first finger. When a vowel has the schwa sound, he or she makes a backward **C** with the right hand and crosses it with the

ADD THE ENDING

Make sense of the sentences by adding **y**, **ly**, or **ity** to the words in heavy type that need changing. Write the complete sentences.

1. Her role in the **musical** showed how **musical** inclined she was.
2. **Equal** under the law is supposed to make everyone **equal.**
3. "The plans are **definite,**" he said **definite.**
4. I had **difficult** doing the **difficult** work.
5. The skier worked up a **sweat** on the ski slopes. She was **sweat** but victorious.



ADD THE ENDINGS

On each of the word parts or roots given, place one of the following endings: **ant, ance, ition, ation, ion.** Write the words on your paper.

merch	object	allow	appear
found	edit	discuss	part
bal	form	possess	perform
subtract	serv		

49

index finger of the left, to make the ə symbol.

C

Add the Ending. This activity reviews the **ty** and **ity** endings, introduced in Unit 8, and the **ly** ending, introduced in Unit 6.

Call attention to the fact that the two key words in each sentence are the same and that only one of the words will need to change form. Have pupils read the directions, noting that the endings to be added are **y, ly,** and **ity.** Remind them that the way a word is used determines which form the word takes. Have them rewrite the sentences correctly.

Add the Endings. This activity reviews the **ant** and **ance** endings, introduced in Unit 4, and the **ion, ation,** and **ition** endings, introduced in Unit 5.

D

Reusing the Units. If your pupils need extra review, you may wish to have them return to the individual units.

To review Unit 6, have pupils turn to page 22 and read the words in the two word boxes. Ask: "Was the **ly** ending added to the root word without adding or dropping a final letter?" (yes) Have them find list words in which the final **e** was retained.

Next have pupils turn to Unit 8, page 30. Call attention to the words, word parts, and endings on the cubes. Point out that the list words end with **ty** and **ity.** Read and discuss the questions at the bottom of the page, calling attention to the differences between the /itē/ and /tē/ sounds.

To review Unit 4, page 14, have pupils silently review the word list and make flashcards of troublesome words. Call attention to the different sounds of the endings and compare the **ant/ance** endings with the **ent/ence** endings discussed in Unit 3.

Next have pupils read the word lists on page 18 and identify the ending sounds, /**ən**/, /**ishən**/, and /**āshən**/. Then point out that the sounds are spelled **ion, ition,** and **ation** at the ends of the key words.

Answers

1. musical, musically
2. Equality, equal
3. definite, definitely
4. difficulty, difficult
5. sweat, sweaty

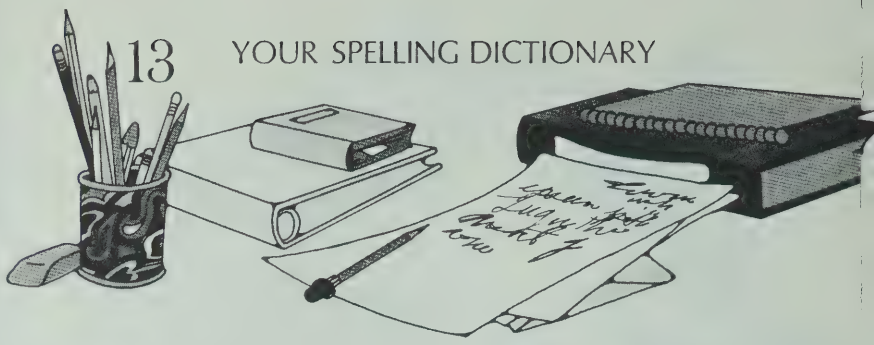
---

merchant
foundation
balance
subtraction
objection
edition
formation
servant
allowance
discussion
possession
appearance
partition
performance

Answers

1. bought
   yes, no
2. bought
   boulder
   bounce
   bound
   boundary
   bountiful
   bounty
   bouquet
   bout
3. Answers will vary.

four
yes



13 YOUR SPELLING DICTIONARY

ALPHABETIZING AND GUIDE WORDS

1. Which word would appear first in an alphabetical list, **bought** or **boulder?**

   Are the first three letters the same in each word? the fourth letters?

   When words begin with the same letters, they are alphabetized by the first letter that is different.

2. Suppose the following words made up one page of a dictionary. Write them in the order in which they would appear.

bound	bounty	boundary
bought	bouquet	bountiful
boulder	bounce	bout

3. Underline the first and last words in your list. The first and last words would also appear at the top of the dictionary page. They would be called **guide words.**

   Write three words that you might find on a page having **realize** and **review** as guide words.

ENTRY WORD AND SYLLABLES

How many vowel sounds do you hear in **education?** Find **education** in your spelling dictionary. Count the number of syllables shown in the **entry word**, the first word of the entry. Are there as many syllables as vowel sounds?

50

Emphasis—The main aspects of the sixth-grade Spelling Dictionary: alphabetizing and guide words, pronunciations and syllables, accents, and word origins.

A

Note: The dictionary entries in this edition have been written especially for various dictionary activities in the Spelling Units. (With the exception of the words to be alphabetized in the first activity, all words in this unit are dictionary entries.)

Alphabetizing and Guide Words. This activity reviews alphabetical order and guide words.

Have pupils read the three paragraphs in item 1 and discuss how words are alphabetized. As the words are alphabetized in item 2, remind them that the words make up one page of a dictionary. If anyone needs help, have him or her reread the explanation for alphabetizing in item 1.

After the words are alphabetized, have pupils read the final two paragraphs in item 3, identifying the guide words for the page. (**bought** and **bout**)

If pupils need additional practice in working with guide words, ask them which of the following words would be found on a page having **bought** and **bout** as guide words: **bouncer** (yes), **bottom** (no), **borrow** (no), **bowl** (no), **boulevard** (yes), **bounty** (yes).

Entry Word and Syllables. This activity introduces entry words and syllabication.

Have pupils read and answer the questions. In discussing the number of syllables in **education,** lead to the conclusion that each syllable has one vowel sound. Pupils should see that the number of syllables a word has is the same as the number of vowel sounds it has. (*Note:* Syllables are discussed again in Unit 14.)

DIVIDE THE WORD

When you need to break a word at the end of a writing line, divide the word where a syllable ends. If three or more letters cannot be written on the line, write the entire word on the next line.

Suppose you had to divide the following words at the end of a line. Write the words and make a slash to show where you would divide each word.

1. aban/don
2. capture
3. splendid
4. channel
5. measure
6. poverty

RESPELLING

To show how a word is pronounced, a written code is put between slashes and is called a **dictionary respelling.**

Use the Sound/Spelling Key on page 139 to figure out each respelling below. Write the words.

1. /prīd/
2. /kār/
3. /pur/
4. /serch/
5. /wont/
6. /helth/

51

Answers

2. cap/ture
3. splen/did
4. chan/nel
5. meas/ure
6. pov/erty, pover/ty

---

1. pride
2. care
3. pure
4. search
5. want
6. health

B

Divide the Word. This activity shows how words are divided when they occur at the end of a line of writing.

Ask pupils if they can figure out from books they have read how words are divided at the end of a line of writing. Then have them read the first paragraph to find out where a multisyllable word at the end of a line should be divided. They should conclude that at least three letters of a word should be left at the end of a line and on the line below. Have them divide the six activity words as if they occurred at the end of a line.

Respelling. This activity reviews dictionary respellings.

Have pupils read the first sentence. Then discuss how a dictionary respelling is written and what its purpose is.

In discussing the Sound/Spelling Key, call attention to how each sound is shown by two or three example words. Point out that each vowel can stand for several sounds, each sound having its own symbol. Tell pupils that the respellings correspond to the sounds of the key letters in the example words. They can use the Sound/Spelling Key as a guide to finding the pronunciation of a dictionary respelling.

Have pupils write the words that stand for the respellings.

Answers

the third syllable
softer
1. in for ma tion
2. in flu en tial
3. dif fi cul ty
4. man u fac ture

---

the first syllable
the second syllable
no
Answers will vary.

ACCENTS

In **education,** which syllable is said the loudest, or with the most stress? The syllable with the greatest stress has a **primary accent** mark: find this mark in the dictionary respelling for **education.**

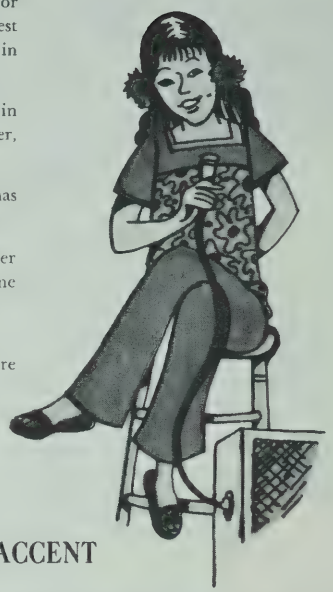
Now find the accent mark on the first syllable in **education.** Do you say this syllable louder, or softer, than the primary accent?

A **secondary accent** mark shows that a syllable has some stress but not as much as a primary accent.

Say and write the words below. Put two lines under the syllable with the primary accent. Put one line under the syllable with the secondary accent.

1. in for ma tion
2. in flu en tial
3. dif fi cul ty
4. man u fac ture

Check your work in your spelling dictionary.



SHIFT THE ACCENT

Read the sentences below.

What is that strange-looking **object?**
Would you **object** to my borrowing your bicycle?

In the first sentence, which syllable in **object** is accented? in the second? Is the meaning of **object** the same in each sentence?

Each word below has two pronunciations and two meanings. Write a sentence for each meaning of each word, circling the accented syllable. If you need help, use your spelling dictionary.

record	convict
permit	insult

Be sure to share your sentences in class.

52

C

Accents. This activity distinguishes between primary and secondary accents. Have pupils read through the activity to find out the difference between primary and secondary accents. Pronounce the word **education** with them and be sure they hear the difference between the strong accent of the third syllable and the accent of the first syllable.

As pupils look up the dictionary respelling of **education,** point out that the primary accent is indicated with a heavy accent mark and the secondary accent is indicated with a light accent mark. (*Note:* You may wish to have them find other words in the dictionary with primary and secondary accents.)

Have pupils read the directions in the final paragraph. Point out that the primary and secondary accents are to be indicated with underlining rather than accent marks. Have them complete the activity.

Shift the Accent. This activity shows that the meanings of some words are indicated by their accents.

Select someone to read aloud the two sentences at the beginning of the activity. Call attention to the different pronunciations of the key words. Then have pupils read and answer the questions below the sentences. They should conclude that the meaning and use of words such as **object** depend upon their accents. Ask: "How do you know how to pronounce such words when you read them in sentences?" (by the use of the word in the sentence) (*Note:* You may wish to use the words **present** and **desert** in sentences illustrating how the pronunciation is determined by the context.)

Have pupils read the directions at the bottom of the page and write two sentences illustrating the two meanings of each word.

Let several pupils take turns giving sentences aloud. Let the class decide which syllable is accented.

WORD ORIGINS

Many English words are formed from Greek or Latin words. For example:

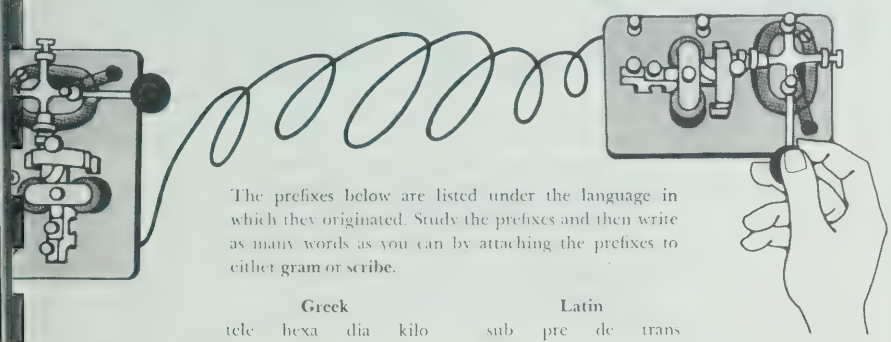
submarine a ship that can travel under the surface of the water
sub [Latin] under, beneath
marine [Latin] of the sea

autobiography the story a person writes about his or her own life
auto [Greek] self
bio [Greek] life
graphy [Greek] to write

Look at the dictionary entries given here. From what language did the word parts originate?

–gram /gram/ [Greek from **gramma,** meaning to draw, to write, or to record] drawing, writing, recording.

–scribe /skrīb/ [Latin from **scribere,** meaning to write] write.



The prefixes below are listed under the language in which they originated. Study the prefixes and then write as many words as you can by attaching the prefixes to either **gram** or **scribe**.

Greek	Latin
tele hexa dia kilo	sub pre de trans

What other words can you think of that begin with these prefixes?
In 1857 there was a need for a shorter term for **telegraphic message.** What term was used? Look up the entry for your answer in the spelling dictionary. What other word was formed through the suggestion of this word?

58

Answers

-gram (Greek)
-scribe (Latin)

telegram
hexagram
diagram
kilogram
subscribe
prescribe
describe
transcribe

telegram, cablegram

D

Word Origins. This activity shows that: (1) some words are made from a prefix and a word part, (2) many prefixes and word parts come from Latin and Greek, and (3) words are often made to fill a need for new terminology.

Have pupils read the origins of **submarine** and **autobiography** and note that the prefixes and word parts have Greek or Latin derivations. Tell them that many English words are made by combining word parts from one or more languages besides English. Emphasize that the origin of the word or word part is usually placed in brackets immediately following the respelling. Call attention to the entries for **gram** and **scribe** and have pupils note that each entry is followed by a respelling, the origin and its meaning, and a definition.

After pupils read the directions under the example entry, discuss the meanings of the Greek and Latin prefixes. Have them write as many words as possible, using the word parts **gram** and **scribe.**

Discuss the term **telegraphic message** with pupils. Help them see how the term **telegram** came about. After they have read the entry for telegram, discuss the formation of **cablegram.** Call attention to the idea that new words are formed because of a need for new terminology.

Note: Units 21 through 25 deal with the way words are invented, borrowed, and built up. Additional dictionary activities are included in those units.

Answers

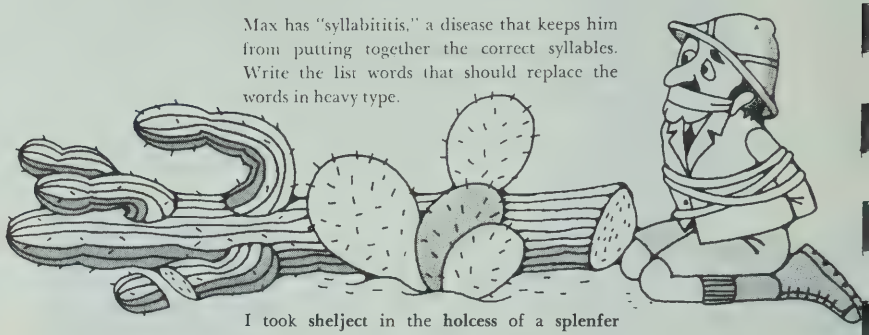
shelter
hollow
splendid
success
Timber
moment
border
succeed
hobby
object

yes, yes

14 MAX'S MISADVENTURES

suc · ceed	shelter	timber	border	suffer	hobby	hollow	object
	succeed	success	splendid				
cra · zy	clover	minor	moment	crazy	rotate		
gov · ern	woman	disease	govern	visit	static		

Max has "syllabititis," a disease that keeps him from putting together the correct syllables. Write the list words that should replace the words in heavy type.



I took **sheljject** in the **holcess** of a **splenfer** cactus plant. I thought I had met with **sucber** in my escape from the Lisadars when I heard someone yell, "**Timceed!**" and in a **modid** the cactus plant fell across the **bordid.** I was trapped and knew I could not **sucder** in another escape attempt, although my **hobter** was to do the impossible. My mouth was gagged, so I could not **oblow.** I was doomed to suffer at the hands of the Lisadars!

Did you hear two parts in each word you wrote? Did each part contain a vowel sound?

A word part that has a vowel sound is called a **syllable.**

54

Emphasis—Syllabication.

Additional Resources—Use Enrichment Activity 11: Syllabication Karate.

A

Max's Misadventures. This activity shows that a syllable is a word part with a vowel sound.

Ask pupils if they have ever heard of a disease called "syllabititis." Tell them this is a disease Mad Max has. Ask: "What do you suppose it does to a person?" Have them read the first paragraph to find out. Tell them that the story is an example of the way someone would write if he had "syllabititis." Have someone read the story aloud as it is printed. Discuss the meaning of the key words and encourage pupils to tell which word parts have been confused to make the nonsense words.

Next have pupils write the words with the correct syllables and discuss the questions at the bottom of the page. Lead to the conclusion that every syllable has one vowel sound and that a word with more than one syllable has more than one vowel sound.

Supplementary Activity

Sounds and Syllables. Tell pupils that a vowel sound can be represented by one vowel or by more than one vowel.

Write the word **hobby** on the board and have it pronounced. Ask: "How many vowel sounds do you hear in this word?" (two) "How many vowel letters do you see?" (two)

Next write **outshoot** on the board and ask: "How many vowel letters do you see in this word?" (four) "Does that mean this word has four syllables?" (no) Pronounce the word **outshoot** and help pupils see that the vowels **ou** stand for one sound and the vowels **oo** stand for another sound. Ask: "Since there are just two vowel sounds, how many syllables are there?" (two)

SYLLABICATION

How many consonants separate the vowel sounds in **suffer**? When two consonants separate the vowel sounds in a word, the word is usually divided between the two consonants: **suf · fer**.

How many consonants separate the vowel sounds in **rotate**? Is the first vowel sound long? To keep the vowel sound long, the word is divided between the **o** and **t**: **ro · tate**.

How many consonants separate the vowel sounds in **govern**? Is the first vowel sound long? To keep the vowel sound from being long, the word is divided between the **v** and **e**: **gov · ern**.

Write the following words. Circle the syllables.

1. clover	3. minor	5. woman
2. static	4. crazy	6. disease

suc · ceed	When two consonants separate vowel sounds, the word is usually divided between the two consonants.
cra · zy	If the first vowel sound is long, the word is divided between the vowel and the consonant.
gov · ern	If the first vowel sound is *not* long, the word is divided between the consonant and the second vowel.

55

Answers

two consonants
one consonant, yes
one consonant, no

1. clo ver
2. stat ic
3. mi nor
4. cra zy
5. wom an
6. dis ease

B

Syllabication. This activity provides generalizations for the division of two-syllable words with one or two medial consonants.

Tell pupils that syllabication of words usually follows the sounds of words. Point out that the questions on this page are questions that will help in understanding how syllables and sounds go together. Have them read the first three paragraphs.

Next write **suffer, rotate, govern,** on the board and divide them into syllables. Have pupils pronounce the words, noting that the division of the syllables reflects the way the words sound.

After discussion, have pupils read the directions in the final paragraph and complete the activity.

Formulas. Select someone to read each formula aloud and tell how it applies to the key words.

Supplementary Activity

Practice. Pronounce each of the following words. After pronouncing each, ask a pupil to write the word on the board and divide it into syllables according to sound.

1. bal · lad	13. bal · ance
2. re · vert	14. din · ner
3. do · nate	15. fla · vour
4. flat · ter	16. hur · rah
5. hin · drance	17. im · pose
6. hu · mour	18. lev · el
7. im · age	19. lin · ger
8. les · son	20. on · ion
9. li · cense	21. pa · tient
10. o · men	22. re · ceive
11. pa · gan	23. rev · el
12. re · volve	24. su · perb

Answers

1. i
2. i
3. in
4. in
5. in

---

1. napkin
2. Latin
3. aspirin
4. muffin
5. bulletin
6. pumpkin

WRITE AND REVIEW

Practise each letter. Make each letter nearly a full space high.

A *O* *D*

Copy the sentence. Your letters should slant to the right.

The initials A. O. D. were discovered on the shelter door.

MISFITS

Read the clues and name the missing letters.

1. cab____n — house in the woods
2. marg____n — border
3. bas____ — wide bowl
4. sat____ — kind of cloth
5. rais____ — sweet dried grape

NEW WORDS

Use the word parts to make words similar to the misfits.

Example: sat + in = satin

1. napk____
2. Lat____
3. aspir____
4. muff____
5. bullet____
6. pumpk____

56

C

WRITE AND REVIEW

Remind pupils that their capital letters should be nearly a full space high. **Have them practise capitals A, O, and D.**

A—Number Count: 1-2
—Descriptive Count: 1. Around to the left. 2. Straight slant down and curve up (at the base line).

O—Number Count: 1-2
—Descriptive Count: 1. Around to the left. 2. Small loop and swing up.

D—Number Count: 1-2-3
—Descriptive Count: 1. Curve down and make a small loop at the base line. 2. Around and curve up with a small loop at the top just touching the starting point. 3. Swing out and up.

Have pupils carefully copy the sentence and check the slant of their letters. Then place the list word **shelter** on the board. Ask how **shelter** should be broken into syllables. (**shel·ter**) Review that when two consonants separate the vowel sounds in a word, the word is usually divided between the two consonants.

Misfits. The focus is on the final **in** pronounced /ən/.

New Words. Read the directions and allow pupils to work independently. Ask them to spell the answers aloud.

Note: Although **in** in **aspirin, napkin,** and **pumpkin** is pronounced /in/, this slight difference in sound should not cause problems for pupils.

D

Unit 14 Quiz

1. Lumberjacks cut the **timber.**
2. The patient had a rare **disease.**
3. Rabbits lived in the **hollow** log.
4. The circus was a **success.**
5. Coin collecting is my **hobby.**
6. It only rained for a **moment.**
7. The river is the **border** between the two towns.
8. It was a **splendid** sunset.
9. Lynn found a four-leaf **clover.**
10. The king made a **visit** to India.
11. The gum came in **crazy** colours.
12. The animals ran for **shelter.**
13. Mayors **govern** our cities.
14. The actress had a **minor** role.
15. Wheels **rotate** on an axle.
16. The plan had to **succeed.**
17. **Static** made the TV picture fuzzy.
18. Moles **suffer** from poor eyesight.
19. Baseball was the **object** of discussion.
20. A nurse helped the old **woman.**

Note: There is an assortment of previously mentioned problems: the /v/ sound in **clover, govern,** and **visit;** the /i/ sound in **timber, splendid, visit,** and **static** (page 12); and the **ll** grapheme in **hollow** (page 24).

LOOK AGAIN

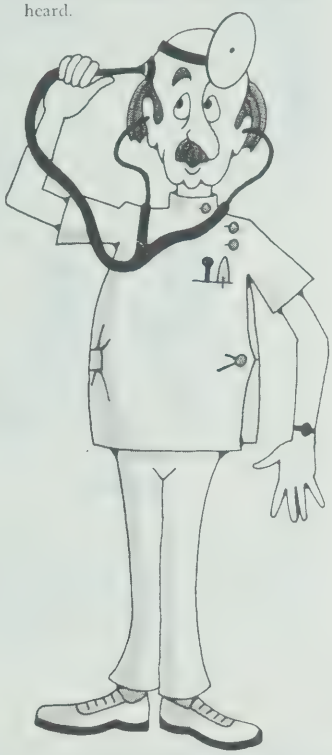
COM•BINE THE SYL•LA•BLES

Combine the syllables in each line to form list words. Write the words on your paper. (Hint: Each line has more than one list word.)

1.	shel	by	gree	hob	de	ter
2.	tim	zy	ver	cra	clo	ber
3.	wom	it	suc	vis	ceed	an
4.	suc	ic	ease	stat	dis	cess
5.	bor	ob	did	splen	ject	der

IDENTIFY THE PATTERN

Make a card with the numeral 2 written on one side and the numeral 3 on the other. When your teacher says a word, hold up the side that shows the number of syllables you heard.



LOOK AHEAD

EXPLAIN THE SITUATION

Explain how Max caught "syllabititis" and what he did to cure himself.

TWO-IN-ONE

Each of the words below can be pronounced two ways and has two different meanings. Write a sentence for each meaning of each word. (Hint: Both meanings of each word can be found in your spelling dictionary.)

object **invalid** **separate**

57

Answers

LOOK AGAIN

1. shelter, hobby
2. timber, crazy, clover
3. woman, succeed, visit
4. success, static, disease
5. border, object, splendid

LOOK AHEAD

Answers will vary.

E

LOOK AGAIN

Com·bine the Syl·la·bles. This activity shows that every syllable has a vowel sound.

Have pupils read the directions and the syllables in the first line. Ask: "How many syllables are in this line? Which ones can be put together to make list words?" Have them complete the activity.

Identify the Pattern. Have pupils read and follow the directions. Then pronounce the words below and have pupils hold up the number that shows how many syllables the word has. After each word, check to see how many identified the correct number. If anyone misses a word, write the word on the board and divide it into syllables. (*Note:* The words below are on the frequently misspelled list.)

1. ac·quire
2. ap·par·ent
3. be·lief
4. con·scious
5. de·scrip·tion
6. fas·cin·ate
7. pur·sue
8. qui·et
9. sep·a·rate
10. o·pin·ion
11. prac·ti·cal
12. sim·i·lar
13. thor·ough
14. vil·lain

Supplementary Activity

Identify More Patterns. Write the following words on the board and have pupils divide the words into syllables.

1. ban·dit
2. har·vest
3. ra·dar
4. gram·mar
5. let·ter
6. for·ceps
7. rap·id
8. o·dor
9. win·ner
10. is·sue
11. gro·cer
12. ci·der
13. her·mit
14. ro·bot

LOOK AHEAD

Explain the Situation. Allow pupils to speculate about how one might catch "syllabititis." Ask: "Might it be contagious? How might you get rid of it?" After discussion, have pupils write a short paragraph, using as many list words as possible.

Two-in-One. Have pupils read the directions and then discuss the double meaning each word has. (*Note:* Each word has a dictionary entry written for this activity.) After discussion, have pupils use the words in sentences showing the two meanings.

Answers

rooster
walrus
tennis
mittens
suggest
hammer
walrus
pepper
offer
attic
campus
traffic
public
rooster
costume

a syllable
two vowel sounds
two syllables

15

INCOMPLETE STORY

The story will not be finished until you complete the unfinished words. Write the list words that complete the story.

mit · tens

hammer
member
copper
offer
pepper
rooster
walrus
campus
album
attic
traffic
public
escape
costume
varnish
furnish
tennis
mittens
suggest
support

THE ROOSTER AND THE WALRUS

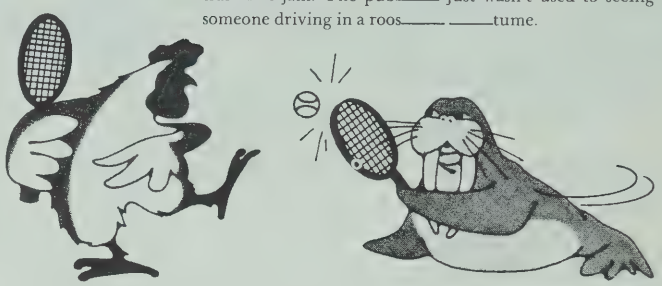
The roos____ and the ____rus were playing ten____ with their ____tens on. They weren't having much luck hitting the ball.

"I'd like to ____gest that we use a racket instead of this ham____."

"Would that help?" asked the wal____ who was snorting as though he had pep____ up his nose.

"I have a friend at Blubber U who might ____fer to let you rummage in her ____tic for some old rackets."

On their way to the cam____, they got caught in a traf____ jam. The pub____ just wasn't used to seeing someone driving in a roos____ ____tume.



Say the words you wrote. What was missing from the incomplete words?

Say the words **hammer, tennis, mittens,** and **traffic.**

How many vowel sounds are in each word?

How many syllables are in each word?

58

Emphasis—Syllabication.

Additional Resources—Use Enrichment Activity 12: Syllable Scissors.

A

Incomplete Story. This activity shows that two-syllable words have two vowel sounds.

Have pupils read aloud the story of "The Rooster and the Walrus" as it is printed and then have them attach the missing syllables. When the words are complete, have someone read the story again. Call attention to the fact that each completed word has two syllables.

Discuss the questions at the bottom of the page, leading to the conclusion that each word has two syllables because it has two vowel sounds.

Supplementary Activities

Taking a Second Look. Write the word **mittens** on the board and have pupils identify the vowel letter followed by two consonant letters. Ask: "Do all of the list words have a vowel followed by two consonants?" (yes) "When words have vowels followed by two consonants, where are the words usually divided?" (between the two consonants) Pronounce the list words and select pupils to tell where the words are divided.

Jumbled Syllables. This activity shows that each syllable in a word has a vowel sound. You may wish to duplicate the following sentences, leaving blanks in place of the answers in parentheses. Have pupils put together the correct syllables and write the missing words in the blanks.

1. Judy wore a (tennis) (outfit) across the (campus) to the gym.
   out nis pus cam ten fit

WORD FORMS

Use the correct forms of the words listed below to complete the sentences.

member suggest escaping varnished furnished

1. I am a _____ of the Rooster Tennis Club.

   At the moment, the Club has five _____.

2. The _____ was offered by the class council.

   Yesterday, she _____ we go hiking.

3. They were able to _____ the traffic jam.

   The _____ was "Joe the Joker."

4. The table needs a new coat of _____.

   The rain didn't stop me from _____ the table.

5. Can you _____ me with a new tennis racket?

   The new _____ for their house arrived yesterday.

Say and write the words **member** and **suggest**. Divide them into syllables, putting a dot between each syllable.

Does the dot come between a vowel and a consonant or between two consonants?

mit · tens

When two consonants separate the vowel sounds, words are usually divided between the two consonants.

59

Answers

1. member, members
2. suggestion, suggested
3. escape, escapee
4. varnish, varnishing
5. furnish, furnishings

mem · ber sug · gest
between two consonants

2. I (suggest) that we limit (membership) to ten (people).
   peo ber mem ship sug
   ple gest
3. She will do (anything) to (escape) cleaning the (attic).
   es at any cape thing tic
4. May I (offer) you some (pepper) for your roasted (walrus)?
   pep of wal fer per rus
5. The (public) will not (support) his (program).
   sup pub pro lic port gram

B

Word Forms. This activity provides practice in distinguishing between different word forms of the same root.

Remind pupils that words have different forms that are used in different ways. Have them read the words at the beginning of the exercise. Ask: "How many different forms of each word can you think of?" Have them give examples of forms of each word and then have them write the correct word form for each sentence. Discuss the questions following the sentences, leading to the concept in the formula.

Formula. Select someone to read the formula aloud and tell how it applies to the key word.

Supplementary Activity

Syllable Mates. This activity demonstrates that each syllable has a vowel sound and provides an opportunity to use the list words in a game context.

Divide each list word into two syllables and write each syllable on a card. Put all the cards in a hat and have each pupil draw one card. Provide some kind of musical accompaniment (a piano, a record, or a drum) and have each pupil find his or her syllable mate.

Answers

1. i
2. i, e
3. ine
4. ine
5. ine

---

1. medicine
2. engine
3. examine
4. imagine
5. genuine

C

WRITE AND REVIEW

Review the similarities of capitals **C** and **E**. Then have pupils practise writing each letter.

C—Number Count: 1-2
—Descriptive Count: 1. Loop. 2. Around to the left.
E—Number Count: 1-2-3
—Descriptive Count: 1. Small loop. 2. Curve around and make a small loop. 3. Curve around.

Have the sentence in the second exercise read aloud. Point out the list word **tennis.** Ask how many syllables the word has and where it should be divided into syllables. Review the unit formula: When two consonants separate the vowel sounds in a word, the word is usually divided between the consonants. Then have pupils copy the sentence carefully. Remind them that every letter should rest on the base line.

Misfits. The focus is on the final **ine** pronounced /ən/. Emphasize the /ən/ sound in the final syllable of **genuine** and explain that this pronunciation, rather than /īn/, is the correct pronunciation.

Fill in the Misfits. Read the directions and then allow pupils to work independently. Have them read the completed sentences and spell the answers aloud.

Supplementary Activity

Write a Story. Ask pupils to write a short story about a submarine and the problems its crew experienced while studying life at the bottom of the ocean. Encourage them to use as many misfits as possible.

WRITE AND REVIEW

Practise each letter. Be sure your strokes are rounded.

C *E*

Copy the sentence. Every letter should rest on the base line.

Can the East Tennis Team win the match?

MISFITS

Read the clues and name the missing letters.

1.	imag____ne	have an idea
2.	exam____n____	look at closely
3.	eng____	motor in a car
4.	genu____	opposite of **fake**
5.	medic____	drug used to cure disease

FILL IN THE MISFITS

Use the misfits to complete the sentences.

1. Doctors use _____ to treat illness.
2. A power boat is run by an _____.
3. The doctor will _____ the patient soon.
4. Can you _____ what the moon is like?
5. **Real** and **true** mean the same as _____.

60

D

Unit 15 Quiz

1. Police officers directed **traffic.**
2. Bats lived in the **attic.**
3. The farmer chased the **rooster.**
4. Many students attend **public** schools.
5. The cook used lots of **pepper.**
6. A **walrus** sat on the iceberg.
7. The blacksmith swung his **hammer.**
8. Pennies are made of **copper.**
9. Jim wore his **tennis** shoes.
10. Large beams **support** the roof.
11. Cats scratched the table's **varnish.**
12. Dave sold his stamp **album.**
13. The parrot tried to **escape.**
14. The dog chewed up the **mittens.**
15. The salesperson made a good **offer.**
16. New buildings were built on **campus.**
17. Karen is a **member** of the band.
18. Jake wore a pirate's **costume.**
19. The school will **furnish** the uniforms.
20. Dark clouds **suggest** rain.

Note: The /j/ sound in **suggest** may be especially difficult for some pupils to produce. Often **g** stands for the /j/ sound and pupils may therefore use the grapheme **j.**

LOOK AGAIN

CONNECT THE SYLLABLES

Make list words by connecting the syllables in each column.

ham	nis
cop	gest
pep	tic
al	bum
at	per
ten	mer
sug	per

MATCHO

Read and cover the first word in each line. Then name the other word in the line that is spelled the same as the first word.

1.	hammer	hamper	hammer	stammer
2.	member	membership	mender	member
3.	varnish	vanish	tarnish	varnish
4.	support	suppose	support	supper
5.	furnish	furniture	furnishing	furnish
6.	rooster	rooster	rooter	roaster
7.	attic	arctic	attic	attack

LOOK AHEAD

ADDLED ADS

Change one of the two syllables in heavy type to make sense out of this mixed-up ad.

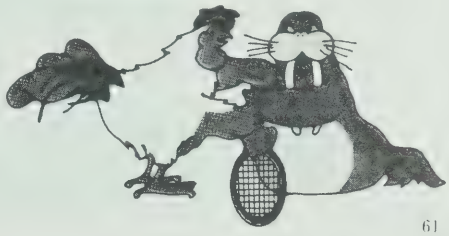
Example: **roosber** — **rooster**

Mitten Sale

Let us **furfer** you with a winter's supply of **mitnish**. No one can beat our **oflic**. **Esfic** the **traftens** and come to our store now. Free **pubcape** parking.

EXPLAIN THE SITUATION

Explain what happens when a policeman stops the walrus and rooster on page 58 to find out what is going on.



61

E

LOOK AGAIN

Connect the Syllables. This activity shows that when the first vowel in a word is followed by two consonants, the word is usually divided between the two consonants. Have pupils read and follow the directions.

Matcho. Have pupils read the first list word on the left and compare it with other words in the same line. Ask: "Which word is the same as the word you read?" Have them name the matching word and continue.

LOOK AHEAD

Addled Ads. This activity strengthens recognition of two-syllable words. Have pupils read the directions and complete the activity independently.

Explain the Situation. Lead a discussion about the walrus and rooster being stopped by a police officer. Have pupils write a short story that explains what is happening.

Supplementary Activity

Swinging Syllables. This activity stresses syllabication within a game context.

Suggest that pupils use their knowledge of syllabication to teach themselves another "language." Read the following sentences and ask them if they can understand what you are saying. (*Note:* All **as** at the ends of words are /ā/ sounds.)

Anca ouya una erda andsta atwha
(Can you un der stand what

I-a ama aysa inga? Anca ouya indfa
I am say ing? Can you find

outa etha odeca ota istha anla uagega?
out the code to this lan guage?)

Tell pupils the new language is built on sounds of words, but the sounds are rearranged and the /ā/ sound added to each syllable. Write the sample paragraph above on the board and go over it with pupils, explaining the following directions.

1. Divide two- and three-syllable words into syllables.
2. Remove the first letter of each word or syllable beginning with a consonant (or if a word begins with a blend, take off all of the letters that make the blend). Put the letter (or blend) at the end of the word or syllable.
3. Add an /ā/ sound to the end of each word or syllable after the letter (or blend).
4. If a word or syllable begins with a vowel, just add a long **a**.
5. Do not change the vowel sound of any word from the sound it had in the original word.

Note: This exercise in syllabication is based on the nonsense language "Pig Latin."

Answers

LOOK AGAIN

copper
pepper
album
attic
tennis
suggest

LOOK AHEAD

furnish
mittens
offer
Escape
traffic
public

Answers

elephant
squirrel
phonograph
quick
squirrel
geography
squirrel
quite
quarter
quarter
elephant
question
square
squirrel
phonograph
photograph
quiet
quit
elephant
equal
autograph
squirrel
elephant
qu, ph

16 INCOMPLETE STORY

phone graph phone phonograph photograph telegraph autograph paragraph biography geography elephant

quarter quick quarter question quiet quite quit square squirrel equal

The story will not be finished until you complete the unfinished words.

Write the list words that complete the story.

THE SQUIRREL AND THE ELEPHANT

The ele____ant asked the s____irrel to lend him her ____onogra____ for a ____ick trip across the Alps.

"Who are the Alps?" asked the s____irrel.

"They're mountains. Don't you know your geogra____y?"

The s____irrel was ____ite worried. She said, "O.K., but pay me a __arter now and a ____arter each week."

The ele____ant was overjoyed but had a ____estion: "Will it play my s____are-shaped records?"

"Yes, of course," said the s____irrel.

"Good! Can your ____onogra____ take a ____otogra____?"

"Be ____iet and ____it asking dumb things."

So the ele____ant took the machine. But the first night out it fell off a cliff during the Anvil Chorus.

The next day he made a sad call.

"Don't worry. I'll buy you a new one e____al to yours, and I'll even autogra____ it."

"Do you promise?" asked the s____irrel.

"I never forget," replied the ele____ant.

What two letter combinations did you use to complete the unfinished words?

62

Emphasis—The /f/ and /kw/ sounds spelled **ph** and **qu.**

Additional Resources—Use Enrichment Activity 13: Scrambled Crossword.

A

Incomplete Story. This activity shows the critical function of the /f/ and /kw/ sounds spelled **ph** and **qu.** It also strengthens the association between the sounds and their correct spellings.

Have someone read the story aloud, pronouncing the words as they are printed. Then have pupils write the words with the missing letters and read the poem aloud again. Ask them to contrast the key words with and without the missing letters.

Discuss the question at the bottom of the page. Help pupils understand that **ph** can stand for the /f/ sound and **qu** for the /kw/ sound.

Supplementary Activity

What Sound Is Missing? Write the words **squawk, squaw, quill, squire, Philippines, Philip,** and **phony** on the board. Cover the **qu** or the **ph** in each word and ask pupils to pronounce the words with and without the **qu** and **ph** graphemes. Lead to an understanding of the function of each sound and the corresponding set of letters that stands for each.

CONNECTOGRAPHY

Read the meanings given here.

graph—something that writes or describes
graphy—descriptive science; process or manner of writing
phone—producing sound
phono—sound
photo—of or produced by light
auto—self; self-propelled
para—beside
bio—life; of living things
geo—earth; of the earth
tele—operating at a distance

Combine the word parts in heavy type to form words that have the meanings listed here.

1. a written account of an individual's life
2. an account of one's own life written by oneself
3. sound operating at a distance
4. science of the earth
5. words written side by side
6. "written" sound
7. produced by light over a long distance describing something

phone	The /f/ sound can be spelled **ph**.
quarter	The /kw/ sound is usually spelled **qu**.

63

Answers

1. biography
2. autobiography
3. telephone
4. geography
5. paragraph
6. phonograph

B

Connectography. This activity shows how the meanings of words are derived from word parts.

Write the word **connectography** on the board and ask pupils if they can figure out what it means. Have them find the root word **connect** and read the meaning of the word **graphy** in the word part list. Lead to the conclusion that from the meanings of the word parts it must mean "to connect by writing." Tell pupils that the word was made up for this activity and will not be found in any dictionary.

Have pupils read the ten word parts and their definitions and then have them look back at the list words to see which word parts are together. Go through the list words in the first word group, discussing the meaning of each word from its word parts. Next have them complete the activity on page 63 by writing the list word that has the same meaning as each of the seven definitions.

Formulas. Have someone read aloud each formula and tell how it applies to the key word.

Supplementary Activity

Using List Words. You may wish to duplicate the following to use as a test, leaving out the answers in parentheses, or you may wish to read the sentences aloud and have pupils write the correct list word for each blank.

1. The actress wrote her (autograph) on a paper napkin and gave it to her admiring fans.
2. We studied the (geography) of Canada.
3. The newspaper story was only one (paragraph) long.
4. The student wrote a long (biography) of her mother.
5. We did not send a telegram as the (telegraph) lines were down.
6. We found a faded old (photograph) of my dad.
7. The old (phonograph) would not play until it was wound up.

Answers

1. i
2. in
3. i, e
4. ine
5. ine

ine
/ēn/

---

gasoline
sardine
marine
magazine

WRITE AND REVIEW

Practise each letter and word. How many hills are in each letter?

N M Moncton. New Brunswick

Copy the sentence. Check your letters to be sure they are the correct size and shape.

My phone call to Moncton. New Brunswick cost a dollar and a quarter.

MISFITS

Read the clues and name the missing letters.

1. gasol____ne — synonym of **gas**
2. mach____e — used in sewing clothes
3. magaz____n____ — bought at a newsstand
4. sard____ — small fish
5. mar____ — of the sea

What three letters end each word?

What sounds do they stand for?

FIND THE MISFITS

Arrange the letters below to spell four misfits.

a l a m g r d s o z i n e

C

WRITE AND REVIEW

Before pupils practise captials **N** and **M**, have them compare the letters. Remind them that capital **M** has one more hill than capital **N**.

N—Number Count: 1-2-3
—Descriptive Count: 1. Small loop. 2. Curve around and down in a straight slant to the base line. 3. Back up again in a tall round hill, then down in a straight slant, and curve up at the base line.

M—Number Count: 1-2-3-4
—Descriptive Count: 1. Small loop. 2. Curve around and down in a straight slant to the base line. 3. Back up again in a tall round hill and make a straight slant down to the base line. 4. Back up again in a round hill (not quite so tall as the first hill) and make a straight slant down and curve up (at the base line).

Have pupils copy the sentence and check to be sure their letters are the correct size and shape. Then have them underline the list word **phone.** Ask them to name the sound spelled by **ph.** (the /f/ sound) Have them name other list words that have the /f/ sound spelled **ph.**

Misfits. The focus is on final **ine** pronounced /ēn/. When pupils have finished the exercise, write some of the misfits from page 60 on the board and contrast the pronunciations.

Find the Misfits. This activity provides practice in spelling the misfits properly. Read the directions and then ask pupils to find the words. Have them correct their written work by spelling the answers aloud. (*Note:* Some letters must be used more than once.)

Supplementary Activity

Write a Story. Ask pupils to imagine themselves as "sardine people"—part sardine and part human. Then have them write a story about how they live and how they like their life. Encourage them to use as many misfits as possible.

D

Unit 16 Quiz

1. Wind damaged the **telegraph** poles.
2. Flies bothered the **elephant.**
3. The mice were **quiet.**
4. The actress signed her **autograph.**
5. He had to **quit** his job.
6. The cat made a **quick** jump.
7. The pet shop had a **squirrel.**
8. The teacher gave a **quiz.**
9. The boards were of **equal** length.
10. The **photograph** was blurred.
11. The cartoon was **quite** funny.

LOOK AGAIN

SPOT THE WORD

Reading either across or down, write the list words you can spot. (Hint: What letter combinations should you look for?)

a	q	l	u	b	w	l	e	o	n	c	i	a	d
n	u	p	c	a	q	u	q	u	a	r	t	e	r
d	i	g	i	o	a	g	u	a	p	p	s	u	p
s	t	e	l	e	g	r	a	p	h	a	a	v	g
c	h	a	d	t	e	c	l	c	o	r	u	e	q
e	t	r	v	b	o	d	g	a	n	a	t	m	u
f	b	d	d	b	g	i	b	e	e	g	o	f	a
o	s	q	u	i	r	r	e	l	d	r	g	d	c
e	c	u	a	o	a	d	s	q	u	a	r	e	e
a	f	i	f	o	p	a	e	b	d	p	a	l	m
c	b	t	k	r	h	a	r	n	o	h	p	l	t
g	h	e	e	m	y	d	g	r	a	p	h	s	r
c	l	p	h	i	w	o	l	c	a	s	d	f	w
e	o	h	r	c	t	u	o	s	f	e	i	e	t

FIND THE ROOT

Write the root word for each of the two word groups below.

1. autograph photograph
   geography photography
2. telephone dictaphone
   microphone

Use two words from each group to complete the sentences below.

1. I wrote my _____ on the _____.
2. The secretary hung up the _____ and began typing as he listened to the _____.

LOOK AHEAD

ADDLED ADS

Sometimes words in advertisements are misspelled on purpose. Change the words in heavy type to list words to make sense out of the mixed-up ads.

1. If you live near an airport, use **Kwik-Kwiet** earplugs.
2. Get a **Picta-Fone.** It takes a picture of your car while you talk.

MAKE YOUR OWN WORDS

Using the word parts listed on page 63, compose your own words and give a definition of each.

Example: **photophone** — picture produced by sound.

Answers

LOOK AGAIN

ACROSS

quarter
telegraph
squirrel
square
graph

DOWN

quit
quite
geography
equal
phone
paragraph
autograph

---

1. graph
2. phone

1. autograph, photograph
2. telephone, dictaphone

LOOK AHEAD

1. Quick-Quiet
2. phone

Answers will vary.

---

12. We received a new **phone** book.
13. Lisa answered the **question.**
14. Our **phonograph** was fixed at the shop.
15. Scientists studied the **graph.**
16. Dean wrote a **paragraph** on birds.
17. The surprise package cost a **quarter.**
18. Who wrote her **biography?**
19. The table had a **square** top.
20. We studied the country's **geography.**

Note: The schwa sound in words like **phonograph** and **autograph** may be especially difficult for some pupils to produce.

E

LOOK AGAIN

Spot the Word. Discuss the question in the hint and remind pupils to look for letter combinations that make the /f/ and /kw/ sounds. Have them read the directions and write as many list words as they can find.

Find the Root. This activity shows that many words come from the root words **phone** and **graph.** Have pupils read the directions and the two lines of words. If they need help, point out that all the words begin with prefixes. Have them find the root word for each line and complete the sentences.

LOOK AHEAD

Addled Ads. This activity strengthens recognition of words. Have pupils read the directions and complete the exercise independently.

Make Your Own Words. This activity provides an experience in inventing words. Have pupils read the directions. Discuss the example, leading to an understanding of how word meanings are derived. Have them complete the activity.

Supplementary Activity

Ad Acts. This activity utilizes the list words in a creative oral and written assignment. Have pupils use the list words (or the words they made up in the Look Ahead activity) to write short, humourous ads. When all the ads are written, have each pupil act out the product of his or her ad through pantomime. Encourage the rest of the class to guess the name of the product.

Answers

Christmas
choir
gymnasium
bicycle
orchestra
syrup
character
ache
psychologist
mechanic
anchor
mystery

ch, y, y

Emphasis—The /k/ sound spelled **ch** and the /i/ and /ī/ sounds spelled **y**.

Additional Resources—Use Enrichment Activity 14: Lasso the Letters.

A

Incomplete Story. This activity shows the critical function of the /k/ sound spelled **ch** and the /i/ and /ī/ sounds spelled **y**. It also strengthens the associations between the sounds and their correct spellings.

Have pupils read the story aloud, pronouncing the key items as they are printed. After each word is pronounced, ask: "What sound is missing?" Have them identify the missing sounds and tell which letters stand for each. Then have them write each word, adding the missing letters. Ask someone to read the story aloud to compare the words with and without the missing letters.

Discuss the questions at the bottom of the page, leading to the understanding that **y** can stand for either the /i/ or the /ī/ sound.

Supplementary Activities

One Sound—Two Spellings. Pronounce **anchor** and **ankle** and ask pupils to tell which letters in each word stand for the /k/ sound. Write the words on the board and underline the letters **ch** in **anchor** and **k** in **ankle.** Emphasize that the /k/ sound can be represented by two different spellings. Take care to point out, however, that the two spellings are not interchangeable.

Two Sounds—One Spelling. Call attention to the words **mystery** and **type** and to the second letter in each, the **y**. Have pupils pronounce each word and listen to the sound of the **y**. Ask: "Is the sound of **y** the same in each word?" (no) "How is it different?" (**Y** has an /i/ sound in **mystery** and an /ī/ sound in **type.**) Point out that the **y** in the middle of a word can have the same sounds as the letter **i,** but emphasize that the **y** and **i** are not interchangeable.

Practice. Pronounce list words at random and select pupils to identify the letters that spell the /k/, /i/, and /ī/ sounds. After each word, ask: "What other letter sometimes stands for this sound?"

17 INCOMPLETE STORY

anchor Christmas character choir chorus ache echo
stomach orchestra anchor mechanic

type type typewriter hydrogen psychologist

mystery bicycle tricycle system syrup mystery gymnasium

Read the story aloud just as it is printed. Then add letters to those in heavy type to form list words that complete the story.

A NOISY CHRISTMAS

The **ristmas oir** was practicing in the **gmnasium.** They were having trouble. The sopranos sounded like a chorus of rusted **biccle** wheels. The altos sounded like one big growling stomach. The **orestra** made noises as if someone had poured sticky **srup** on the strings and in the horns. The conductor, who was an impatient **aracter,** was trying to rub the **ae** from his ears.

"Bring in the **pschologist,**" he cried. "Call for the voice **meanic.** Find an **anor!** We're drifting into seas of shrieking sound! It's a **mstery** to me that we can dare to call this type of noise music."

Look at the words you wrote. What letters stand for the /k/ sound?
What letter stands for the /ī/ sound?
What letter stands for the /i/ sound?

66

CROSSWORD

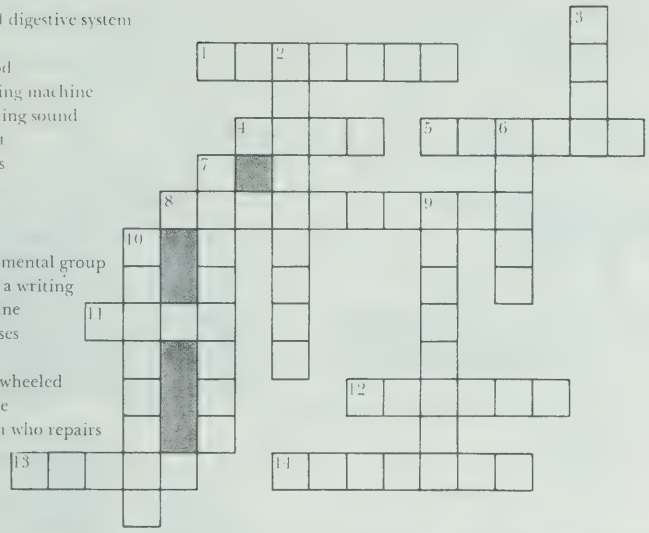
On your paper, write the list words that complete the crossword puzzle.

ACROSS

1. part of digestive system
4. pain
5. method
8. a writing machine
11. repeating sound
12. weight
13. chorus
14. secret

DOWN

2. instrumental group
3. to use a writing machine
6. molasses
7. gas
9. three-wheeled vehicle
10. person who repairs cars



anchor — The /k/ sound can be spelled **ch**.

type — The /ī/ sound in the middle of a word can be spelled **y**.

mystery — The /i/ sound in the middle of a word can be spelled **y**.

67

Answers

ACROSS

1. stomach
4. ache
5. system
8. typewriter
11. echo
12. anchor
13. choir
14. mystery

DOWN

2. orchestra
3. type
6. syrup
7. hydrogen
9. tricycle
10. mechanic

B

Crossword. You may wish to duplicate the puzzle layout and give a copy to each pupil. Have them read the clues and complete the puzzle with list words.

Formulas. Select a pupil to read each formula aloud and tell how it applies to the key word.

Supplementary Activity

Word Forms. Have pupils add as many endings as they can think of to **anchor, character, system,** and **mystery.** Write the words on the board as they are suggested.

Examples:

anchor
anchoring
anchored
anchors
anchorless
character
characterize
characterization
characters
characteristic
characterless
characteristically
system
systematic
systematist
systematization
systematize
systematizing
systemless
systematically
systematizer
mystery
mysterious
mysteries
mystify
mystified
mystifying
mystifies
mysteriously
mystification
mystique
mysticism
mystical
mystic
mystically

Point out to pupils that by knowing four words and a few endings they can teach themselves more than thirty other words. (Have unfamiliar words used in oral sentences.)

Answers

1. ou
2. ou
3. our
4. our
5. our

or
/ər/

---

1. error, minor, razor
2. visitor, author, major
3. mayor, visor, mirror

end in **or**

WRITE AND REVIEW

Practise each letter.

X Y Z

Copy the sentence. Leave a small space between the words.

The choir visited Youngstown, Xenia, and Zanesville.

MISFITS

Read the clues and name the missing letters.

1. hon___r — glory
2. flav___r — taste
3. hum___ — a funny sense
4. arm___ — protective covering worn in battle
5. vap___ — steam from boiling water

What letters end each word? What sounds do they stand for?

ROOT WORDS

Write the root words for the words in each line.

1. errors	minority	razors	
2. visitor	authors	majority	
3. mayoral	visors	mirrored	

How are they different from the misfits?

68

C

WRITE AND REVIEW

Before pupils practise capitals **X, Y,** and **Z,** remind them to keep the loops open in each letter.

X—Number Count: 1-2-3-4
—Descriptive Count: 1. Small loop. 2. Curve around (to the left) and then curve around again (to the right). 3. Small loop. 4. Make a straight slant cross stroke.

Y—Number Count: 1-2-3
—Descriptive Count: 1. Small loop. 2. Curve around and down in a straight slant and curve up at the base line (to almost the same height as the beginning stroke). 3. Back down again in a straight slant past the base line and loop up (to the left).

Z—Number Count: 1-2-3
—Descriptive Count: 1. Small loop. 2. Curve around and down and make a small loop. (The front end of the loop just touches the base line.) 3. Curve down and loop up (to the left).

Have the sentence read aloud. Tell pupils that Youngstown, Xenia, and Zanesville are cities in the United States. Remind them to leave a space the width of a small **o** between the words as they copy the sentence.

Ask pupils to identify the sound spelled by **ch** in **choir.** (the /k/ sound) Have them name other words in which **ch** spells the /k/ sound.

Misfits. The focus is on the final /er/ sound spelled **our.**

Root Words. Read the directions and allow pupils to work independently. Have them read and spell their answers aloud. (*Note:* **Favour, razor, savor,** and **visor** are new words; the others appear in the grade 5 *Spell/Write.*) Ask them to write a context sentence for each of the new words.

D

Unit 17 Quiz

1. The **psychologist** gave a test.
2. The clown rode a **tricycle.**
3. The food upset my **stomach.**
4. A **mechanic** fixed the car.
5. Sailors hoisted the **anchor.**
6. A conductor led the **orchestra.**
7. The missile used **hydrogen** fuel.
8. Gophers use a **system** of underground tunnels.
9. The treasure's location was a **mystery.**
10. The walls caused an **echo.**
11. Our church has a **choir.**
12. Rain rusted the **bicycle.**
13. The basketball team played in the **gymnasium.**
14. **Syrup** dripped from the pancakes.
15. The sheriff is an honest **character.**

LOOK AGAIN

FIND/WRITE

Write the word on each line that was used as a list word in this unit.

1.	charmer	character	children
2.	stirrup	syrup	stitch
3.	ache	cache	make
4.	chore	choice	choir
5.	mysterious	mystery	mystical
6.	ancient	anchorage	anchor
7.	typical	tyrant	type
8.	hydrogen	hydroplane	hygiene
9.	cycle	bicycle	motorcycle

FIND THE ROOT

Write the root word for each of the following words.

1. systematic
2. tricycle
3. bicycle
4. unmechanical
5. syrupy
6. unmysterious

LOOK AHEAD

FIND AND SCORE

Going from left to right, see how many words you can find in the word **character**. Give yourself a point for each letter in each word you make.

Example:

3 points	4 points	5 points
art	cart	racer

TWO-IN-ONE

Each of the words below has two different meanings. Write a sentence for each meaning of each word. Both meanings of each word can be found in your spelling dictionary.

type **gymnasium**

69

16. Ann used an electric **typewriter.**
17. Dave is in the boys' **chorus.**
18. The shot made my arm **ache.**
19. I like this **type** of movie.
20. It snowed on **Christmas.**

Note: The /j/ sound in **hydrogen** may be especially difficult for some pupils to produce. See page 60.

E

LOOK AGAIN

Find/Write. Have pupils read the words in each line and write the list word. If they have difficulty recognizing list words, ask: "What are the sounds and letter combinations we studied in this unit?" (the /k/ sound spelled **ch** and the /i/ and /ī/ sounds spelled **y**)

Find the Root. This activity provides practice in removing prefixes and suffixes to find list words. Have pupils read and follow the directions.

Supplementary Activity

Reusing Find/Write. Use Find/Write to contrast the sounds of **ch** and **y** in each line. Beginning with item 1, you may ask: "What sound does **ch** stand for in **charmer** and **children?** How is it different from the sound of **ch** in **character?**" Help pupils distinguish between the /ch/ and the /k/ sounds. Continue in the same way with the remaining lines.

LOOK AHEAD

Find and Score. Write the word **character** on the board and have pupils find the words **act** and **art.** Point out that it is possible to skip letters as long as the left-to-right sequence is maintained.

Two-in-One. Have pupils read the directions and then discuss the double meaning each word has. (*Note:* Each word has a Spelling Dictionary entry written especially for this activity.) After discussion, have pupils use the words in sentences that show the two meanings. (In discussing the definitions and pronunciations of **gymnasium** given in the Spelling Dictionary, stress that one definition is its foreign meaning and pronunciation.)

Supplementary Activity

More Words With Two Meanings. Have pupils name and discuss other words with two meanings. To begin the discussion, you may ask for two definitions of the following:

1. bear
2. capital
3. grace
4. page
5. arm
6. duck
7. just
8. cause

Answers

LOOK AGAIN

1. character
2. syrup
3. ache
4. choir
5. mystery
6. anchor
7. type
8. hydrogen
9. bicycle

---

1. system
2. cycle
3. cycle
4. mechanic
5. syrup
6. mystery

LOOK AHEAD

Answers will vary.

Answers will vary.

Answers

thumb
knuckles
numb
kneel
half
doubt
wring
knowledge
chalk
calm
wrestle
wrecked
calf
debt

18 MAX'S MISADVENTURES

doubt debt doubt dumb thumbs numb

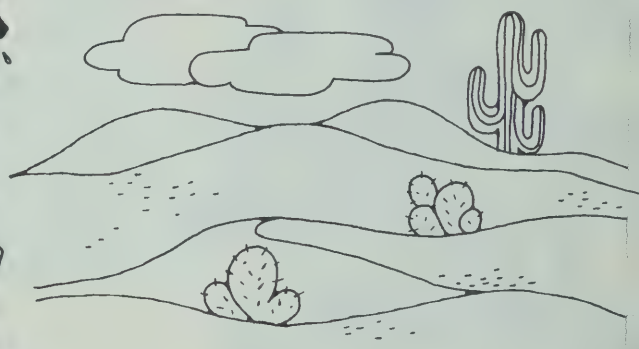
palm calf half calm palm chalk

wrecked wring wrung wrecked wrestle wrinkle

kneel knit knob kneel knuckles knowledge

Max has caught "silentitis," a disease that keeps him from pronouncing certain pairs of letters. Add letters to the incomplete words in heavy type to form list words that explain what happened to Max.

My **thu** and **uckles** were **nu** with pain, for the Lisadars had made me **eel** while tied to a cactus plant for a day and a **ha.** There was no **dou** in my mind that they would try to **ing** the plans for Project Pooh out of me in any manner they could. This **owledge** made my face turn **cha** white. So, in the **ca** before dawn, I began to **estle** with the cords that bound me. Suddenly, they came loose. A rescuer, Mary Molasses, had set me free and **ecked** the plans of the Lisadars. I stood up, jumped on my trusty **ca,** Crusty, and rode off into the sunrise, ever in **de** to brave Mary Molasses.



70

Emphasis—The letters **b, l, w,** and **k** when they combine with other letters to stand for one sound.

Additional Resources—Use Enrichment Activity 15: Fill-Ins.

A

Max's Misadventures. This activity shows that the /t/, /m/, /r/, and /n/ sounds can be written **bt, lm, wr,** and **kn.**

Tell pupils Mad Max has a disease called "silentitis." Ask: "What do you suppose this does to a person?" Have them read the first paragraph to find out. Emphasize that the disease keeps him from pronouncing certain letter combinations. Have them read the story aloud, as it is printed, before adding the missing letters. Then ask someone to read the story aloud again. Compare the key words as they sound with and without the missing letters.

Point out that in each case a letter combination was omitted but that when each combination was added to the words, only one sound was added. Lead to the conclusion that the letters **b, l, w,** and **k** sometimes combine with other letters to make one sound.

Supplementary Activity

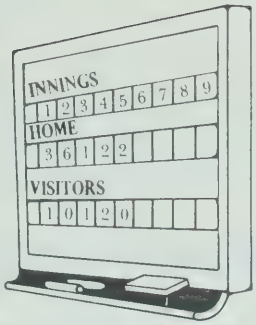
Taking a Second Look. (*Note:* The word list is divided into four groups.) Have pupils read the key words for each group and note the letters emphasized in each word. Have them pronounce **doubt, palm, wrecked,** and **kneel.** Then ask: "What sound do you hear when you pronounce the **bt** in **doubt?**" (the /t/ sound) "What sound do you hear when you pronounce the **lm** in **palm?**" (the /m/ sound) Continue in the same way with **wrecked** and **kneel.**

Lead pupils to see that for each of the letter combinations, only one sound is heard. Write each of the letter combinations on the board with its corresponding sound. (*Example:* **bt** = /t/) Emphasize that two letters work in conjunction to make each sound. (*Note:* Discourage use of the term "silent letter" because this is a misleading label. Each sound is represented by two letters.)

WORD FORMS

Incorrect word forms have been used in these sentences. Write the correct forms of the words in heavy type.

1. She **wring** her hands beause she was worried.
2. The sweater was **knitting** in Denmark.
3. It was a very **doubts** story.
4. The team **chalking** up a big score.



ANALOGIES

Use list words to complete the analogies

1. hang : hung : : wring : _____
2. wrestle : wrestled : : wreck : _____
3. thread : sew : : yarn : _____
4. handle : suitcase : : _____ : door
5. noise : talk : : silent : _____
6. freckle : face : : _____ : brow
7. 50¢ : $1.00 : : _____ : whole
8. sole : foot : : _____ : hand

Read the words you just wrote in the analogies. In items 1, 2, and 6, what sound does **wr** stand for? In items 3 and 4, what sound does **kn** stand for? In item 5, what sound does **mb** stand for? And in item 7, what sound does **lf** stand for?

doubt
palm
wreck
kneel

The letters b, l, w, and k sometimes combine with other consonants to stand for one sound, as in wring or knit.

71

Answers

1. wrung
2. knitted
3. doubtful
4. chalked

---

1. wrung
2. wrecked
3. knit
4. knob
5. dumb
6. wrinkle
7. half
8. palm

/r/, /n/, /m/, /f/

B

Word Forms. This activity provides practice in substituting the correct word form for an incorrect word form in a given sentence.

Remind pupils that words have different forms that are used in different ways. Have them read the first sentence and tell what is wrong with the key word in the sentence. (It is the wrong form for the sentence.) Have them write the correct form and continue.

Analogies. This activity calls attention to words in which the /r/, /n/, /m/, and /f/ sounds are spelled **wr, kn, mb, lm,** and **lf.**

Remind pupils that when two things are analogous, they are in some way related or alike. Have them read the first analogy. Help them see that the words on the left side show present and past tense. Point out that for the right side to be analogous, it should have the word showing the past tense of **wring.** Have them write the analogous word for each blank and then discuss the questions that follow. Lead to an understanding of the concept in the formula.

Formula. Have someone read the formula aloud and tell how it applies to the key words.

Supplementary Activities

For Discussion. Ask: "How are letter combinations like **bt, lm, wr,** and **kn** different from combinations like **bl, tr, fr,** and **str?**" Help pupils see that combinations like **bt, lm,** and so on, spell only one sound, whereas combinations like **bl, tr,** and so on, spell blends of sounds. Ask for examples of blends and have pupils say the words and listen to the sounds. Then have them pronounce the key words in the formula and listen to the single sound for the critical letters.

Practice. Pronounce the following and have pupils identify the sound for the key letters and tell how the sound is spelled. Contrast blends (**str** and **tr,** for example) with digraphs (**lm** and **wr,** for example).

1. **wr**inkled
2. **str**eet
3. **kn**uckles
4. **bl**ossom
5. **th**umbs
6. **cl**obber
7. **kn**owledge
8. **b**alk
9. **cl**imb
10. **d**oubt
11. **c**alm
12. **b**oost
13. **wr**ung
14. **h**alf
15. **tr**ain
16. **wr**estle
17. **kn**ives
18. **wr**ecked
19. **r**oost
20. **str**ipped

Answers

1. ee
2. e, r
3. eer
4. i
5. ier

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volunteer
pioneer
frontier

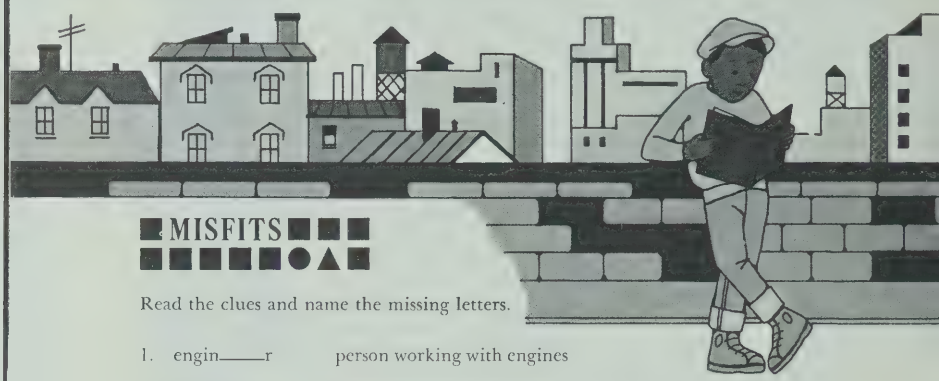
WRITE AND REVIEW

Practise each letter.

W *W* *K*

Copy the sentence. Your work should be neat and clean.

Wayne has finished reading half of Mystery at King's Hollow.



MISFITS

Read the clues and name the missing letters.

1. engin____r — person working with engines
2. volunt____e____ — person working for no pay
3. pion____ — explorer
4. front____er — the place explored
5. cash____ — person in charge of money at a movie

FIND THE MISFITS

Arrange the letters to spell three misfits.

i e e r p v f r n t u l o

72

C

WRITE AND REVIEW

Remind pupils that capital letters stand a full space high and that the small loop should be open at the beginning of capitals **W, H,** and **K.** Have them practise each letter.

W—Number Count: 1-2-3-4-5
—Descriptive Count: 1. Small loop. 2. Curve around and then down to the base line. 3. Curve up (to the height of the top of the beginning stroke). 4. Straight slant down to the base line. 5. Curve up.

H—Number Count: 1-2-3-4
—Descriptive Count: 1. Small loop. 2. Curve around and make a straight slant to the base line. 3. Curve down and make a straight slant to the base line. 4. Curve up (to the left), loop around, and swing out.

K—Number Count: 1-2-3-4
—Descriptive Count: 1. Small loop. 2. Curve around and make a straight slant to the base line. 3. Curve down and make a small loop just touching the beginning stroke midway in the space. 4. Curve down to the base line and curve up.

Have pupils complete the second exercise. Have them check their writing to be sure it is neat. Point out that the word **half** illustrates that **l** sometimes combines with another consonant to stand for one sound. Ask them to name other list words in which this happens.

Misfits. The focus is on the final /ir/ sound spelled **eer** and **ier.**

Find the Misfits. This activity provides more practice in spelling the misfits properly. Read the directions and then ask pupils to find the words. Have them correct their written work by spelling the answers aloud. (*Note:* Some letters must be used more than once.)

Supplementary Activity

Write a Story. Ask pupils to write a story about what they would do if they were pioneers. Begin, however, by asking them to name areas that were or are frontiers. ("Wild West," space, medicine) Lead them to the realization that frontier and pioneer do not necessarily refer only to land and settlers.

D

Unit 18 Quiz

1. A cowboy roped the **calf.**
2. The sea remained **calm.**
3. The baby sucked his **thumb.**
4. The monkeys liked to **wrestle.**
5. My feet were **numb** with cold.
6. Books are a source of **knowledge.**
7. The racers avoided the **wreck.**
8. Grandmother likes to **knit.**
9. The boxer injured his **knuckles.**
10. The gas tank was half **empty.**
11. The mouse sat in my **palm.**
12. Sam **wrung** out the wash.
13. The teacher used coloured **chalk.**
14. The horse learned to **kneel.**
15. The outcome was in **doubt.**
16. The prisoner pretended to be deaf and **dumb.**
17. My father ironed out the **wrinkle.**

LOOK AGAIN

SPOT THE WORDS

Thirteen list words are in the box below. See how many you can find. (Hint: What letter combinations should you look for?)

w	s	m	y	e	i	d	o	u	b	t	l
r	e	b	r	h	l	a	c	k	a	h	i
e	l	k	e	r	e	i	f	l	t	u	i
c	s	n	a	l	k	w	c	a	l	m	o
k	n	o	b	t	o	s	a	g	o	b	h
l	e	w	r	e	s	t	l	e	o	t	o
k	n	l	o	a	t	z	f	l	u	k	t
n	o	e	h	k	n	u	c	k	l	e	s
d	o	d	s	n	e	b	g	n	k	n	a
c	b	g	c	e	o	m	a	i	g	l	p
t	d	e	p	e	i	o	v	t	u	s	a
b	c	h	a	l	k	n	n	y	m	l	l
o	d	e	l	r	n	z	a	f	d	g	m

MATCHO

Read the first word in each line. Then write the other word in the line that is spelled the same as the first word.

1.	knob	knot	knock	knob
2.	wring	wrinkle	wring	write
3.	palm	psalm	calm	palm
4.	dumb	dumb	thumb	numb
5.	debt	debit	debate	debt
6.	kneel	knee	knew	kneel
7.	wrung	wrong	wrung	wring

LOOK AHEAD

PHRASE HUNT

One of the descriptions explains how the phrase "chalk it up" began. Which is correct? Check your answer in your spelling dictionary. Use the phrase in a sentence.

1. Term used by students using chalk on their individual blackboards to "chalk up" answers.
2. At inns, an old custom of using chalk to write up a "score" or account of credit given. Hence " 'Chalk it up' to my account."
3. A piece of limestone or chalk was used to keep track of the scores made by archers. Their scores would be "chalked up."

73

18. I turned the **knob** on the radio.
19. The nurse will **wring** out the sponge.
20. The farmer paid his **debt.**

Note: There is an assortment of previously mentioned problems: the schwa sound in **wrinkle, wrestle** (page 40); the unvoiced /th/ sound in **thumb** (page 32); the /i/ sound in **knit** (page 12); and the /j/ sound in **knowledge** (page 60).

E

LOOK AGAIN

Spot the Words. Discuss the question in the hint and remind pupils to look for words with the **bt, lm, wr,** and **kn** letter combinations. Have them read the directions and write as many list words as they can find.

Matcho. Have pupils look at the first list word on the left and compare it with the other words in the same line. Ask: "Which word is the same?" Have them write the matching word and continue.

LOOK AHEAD

Phrase Hunt. This activity explains how commonly used phrases originate.

Explain that phrases, or sayings, get started in many ways: They frequently grow from the customs and jargon of various groups, such as hunters, musicians, newspaper reporters, young people, and so on. Most often they begin in a literal situation, such as the phrase "barking up the wrong tree," an old hunting expression meaning that a dog was pointing in the wrong direction.

Ask pupils if they have ever heard the expression "chalk it up." Have them give examples of the way it is sometimes used. Tell them that the expression is an old one that probably started hundreds of years ago. Have them complete the activity to find out where and how the expression started. (*Note:* The Spelling Dictionary contains an entry keyed to this activity.) Tell pupils to write a sentence using the phrase in a way that reflects its original meaning.

Supplementary Activity

More Phrases. Ask pupils to speculate on how the expression "dumbbells" may have begun. Create (with pupils' help) three possible ways the expression may have begun and then compare your ideas with the actual origin below.

Note: Dumbbells were originally the apparatus for ringing church bells without sound; they were used either in learning how to chime or for exercising. Hence, the origin of the term we use to refer to exercise apparatus was originally the name for an instrument used in learning to play the chimes.

Answers

LOOK AGAIN

ACROSS

doubt
calm
knob
wrestle
knuckles
chalk

DOWN

wreck
knowledge
kneel
calf
knit
thumb
palm

LOOK AHEAD

2

Answers

break
blue
piece
Weigh
pail
peace
blew
pale
buy
by
brake
way

Answers will vary.

Emphasis—Homonyms.

Additional Resources—Use Enrichment Activity 16: Homonym Puzzle.

A

Max's Misadventures. This activity shows that the meaning of a homonym is reflected in its spelling.

Tell pupils that Mad Max has another disease. This time it is called "homonymitis." Ask: "What do you suppose this means?" Have them read the first paragraph to find out. Lead to the conclusion that someone with "homonymitis" switches homonyms. Have them read the story aloud to see if anything *sounds* wrong. Then ask: "Does anything *look* wrong?" Have them replace the key words with the correct homonyms from the list words. Lead to the conclusion that the spelling of a homonym is important only when the language is written.

19 MAX'S MISADVENTURES

Max has caught "homonymitis," a disease that makes him use a word that sounds the same as the word he wants but has a different meaning. Use list words to find out what happened to Max.

blue
by
ore
threw
wait
way
piece
your
break
blue
pail

blew
buy
oar
through
weight
weigh
peace
you're
brake
blew
pale

MAX AND FLOSSIE FLOUNDER

The **brake** of day finds Max on a lake watching for Flossie, the Loch Ness flounder. By evening, Max was **blew** with cold and red with rage. He began waving his hat and shouting:

"I know you are down there. Your time is up, Flossie Flounder. I'm tired of waiting!"

At this time he tossed a huge **peace** of flounder bait into the water and began singing:

Way the anchor.
Set the sail.
I'll bring the flounder
Home in my **pale.**

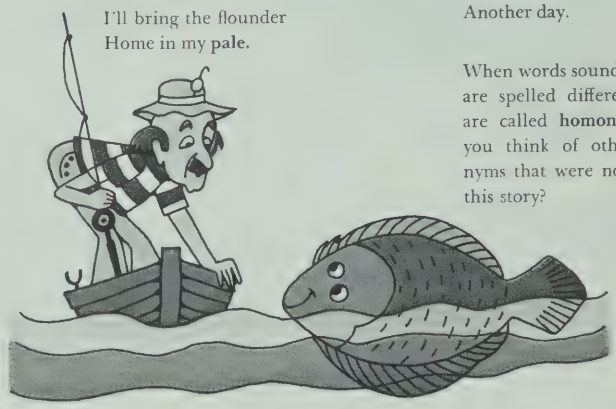
Suddenly Flossie surfaced, broke the **piece** of the lake, and **blue** a spout of water at Max. Max's face went **pail** when he saw the size of the monster.

"You're mad, Max! You'd need to **by** a submarine to catch me! I'm almost forty tonnes."

But **buy** this time, Max was halfway to shore, whispering in a shaky voice:

Take off the **break.**
Out of my **weigh.**
I'll be back
Another day.

When words sound alike but are spelled differently they are called **homonyms.** Can you think of other homonyms that were not used in this story?



Note: Homonym and *homophone* are synonymous terms. Although *Spell/Write* uses the term *homonym,* you may use whichever you prefer. The series will accommodate either term.

Supplementary Activities

Homonyms and Meanings. Discuss the list words, pointing out that each pair of homonyms has different meanings and spellings. Discuss the meanings of several pairs of homonyms and have pupils use the words in oral sentences. Point out that in oral sentences, the spelling of homonyms is not important.

Explain that because of their different meanings, two homonyms cannot be interchanged when something is written. Show that although two homonyms must have the same sound, they do not have the same meanings or spellings. Ask: "Why is it so important to use the correct spelling of a homonym when you are writing?" Lead pupils to see that it is the spelling of a

MATCH/WRITE

Write list words that have meanings similar to the following words.

1. stay	5. hurled
2. paddle	6. burden
3. by means of	7. mineral
4. you are	8. belonging to you

Use the words you just wrote to complete the sentences.

1. I admit I _____ the ball _____ the window.
2. _____ the one looking for _____ car, aren't you?
3. Because he didn't have a shovel, Hank used an _____ to dig the _____ out of the ground.
4. I had to _____ for ten minutes before the official announced the _____ of my suitcase.

ONE SOUND—TWO SPELLINGS

Write a nonlist word that sounds the same but is spelled differently from each word in the list.

1. red	5. in
2. sail	6. know
3. I'll	7. there
4. need	8. time

Now use some of the words you just wrote to complete the sentences.

1. We stayed at the _____.
2. He was at _____ house all day.
3. Have you _____ the newspaper?

blue
blew

Words that sound alike but have different spellings and meanings are called homonyms.

75

homonym that denotes the intended meaning.

Homonyms and Dictionaries. Explain that the spelling of a homonym can be checked by its meaning in a dictionary. Demonstrate by using the word **break.** Say: "Suppose you were writing the sentence, 'Don't break the cup!' and you did not know whether to use **break** or **brake.** How could you use the dictionary to find out?" Lead pupils to see that by checking a dictionary, they can find out which spelling and meaning go together.

B

Match/Write. This activity shows that some words have meanings similar to the meanings of other words and that some words have sounds similar to the sounds of other words.

Have pupils find and write list words that are similar in meaning to the words in the top part of the activity. Then have them use the same list words in the sentences that follow. In completing the sentences, point out that because the sounds of homonyms are the same, the spelling denotes their meanings.

One Sound—Two Spellings. The activity leads pupils to apply what they have learned to new words. You may wish to warn pupils that items 3 and 7 both have two possible answers (**isle, aisle; their, they're**).

Formula. Have someone read the formula aloud and tell how it applies to the key words.

Answers

1. wait	1. read
2. oar	2. sale
3. through	3. isle, aisle
4. you're	4. knead
5. threw	5. inn
6. weight	6. no
7. ore	7. their, they're
8. your	8. thyme

1. threw, through	1. inn
2. You're, your	2. their
3. oar, ore	3. read
4. wait, weight	

Supplementary Activity

Homonym Practice. Duplicate or write on the board the following sentences. Have pupils select and write the proper homonym for each sentence. (Answers are in heavy type.)

1. We brought a (pale, **pail**) of water from the spring.
2. I need to (**buy**, by) a new car.
3. I like your (knew, **new**) dress.
4. Do not (break, **brake**) when your car skids.
5. The ball went (**through**, threw) the window.
6. Get on the scale and (way, **weigh**) yourself.
7. (**You're**, Your) going, aren't you?
8. The opposite of war is (piece, **peace**).

Answers

1. ar
2. a
3. ward
4. ward
5. ward

ward, ward

---

afterward
forward
outward
inward

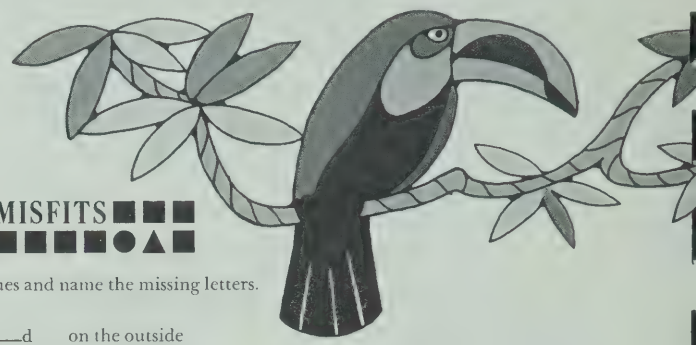
WRITE AND REVIEW

Practise each letter.

U V

Copy the sentence. All your letters should slant to the right.

In South America, he travelled through Uruguay and Venezuela.



MISFITS

Read the clues and name the missing letters.

1. outw____d on the outside
2. inw____rd on the inside
3. for____ ahead
4. after____ behind
5. back____ with the back first

What common syllable do the words have? How is it spelled?

FIND THE MISFITS

Arrange these letters to spell four misfits.

w a r d r n i f u a t o e

76

C

WRITE AND REVIEW

Using the classroom map, have pupils find Uruguay and Venezuela. Ask them to point out the similarity of capitals **U** and **V**. Point out that because of its end stroke, capital **U** connects with other letters that follow it in a word. Have them complete the first exercise.

U—Number Count: 1-2-3
—Descriptive Count: 1. Small loop. 2. Curve around and down in a slant; curve around at the base line and up (to about the height of the top of the small loop). 3. Back down again in a straight slant and curve up (at the base line).

V—Number Count: 1-2
—Descriptive Count: 1. Small loop. 2. Curve around and down in a straight slant, curving around at the base line and up in a curve (to almost the height of the beginning stroke).

Have pupils read the sentence in the second exercise. Ask them to name another word that sounds the same as **through** but is spelled differently and has a different meaning. (**threw**) Ask what these words are called. (*homonyms*) Then have them copy the sentence and check that the letters slant to the right.

Misfits. The focus is on the suffix **ward.**

Find the Misfits. Read the directions and ask pupils to find the words. Have them correct their work by spelling the answers aloud. (*Note:* Some of the letters must be used more than once.)

Supplementary Activity

More Find the Misfits. Have pupils arrange the letters to spell four misfits. (**backward, afterward, outward,** and **forward**)

w a r d c a k f o t u e b r

Ask pupils to write a series of scrambled letters that will spell misfits when rearranged. Have each pupil write his or her letters on the board and then choose another pupil to find the misfits. Ask the pupil who wrote the letters to check the answers.

D

Unit 19 Quiz

1. The deer ran **through** the woods.
2. A guard stood **by** the gate.
3. Help me if **you're** not busy.

LOOK AGAIN

MATCHO

Read and cover the first word in each line. Then write the other word in the line that is spelled the same as the first word.

1. you're	your	you're	yore
2. blue	blow	blue	blew
3. pale	pale	pole	pail
4. weight	weigh	wait	weight
5. buy	by	buy	bye
6. oar	or	ore	oar

WHICH WORD?

Which words make sense in the sentences below?

1. way weigh
   Which _____ is the school from here?
2. threw through
   She went _____ that door.
3. break brake
   Be careful you do not _____ the new lamp.
4. blew blue
   She _____ on the coals to make them burn.
5. peace piece
   Jon dropped a _____ of banana cake.

LOOK AHEAD

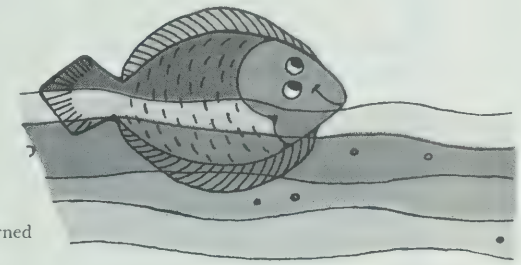
MORE HOMONYMS

Find the homonyms for the following words and use each in a sentence.

1. gorilla
2. stationary
3. swayed
4. morning
5. rest
6. capitol

EXPLAIN THE SITUATION

Explain what happened when Max returned to catch Flossie Flounder.



77

Answers

LOOK AGAIN

1. way
2. through
3. break
4. blew
5. piece

LOOK AHEAD

1. guerilla
2. stationery
3. suede
4. mourning
5. bow
6. capital

Answers will vary.

4. The cow kicked the milk **pail.**
5. The canoeist lost her **oar.**
6. The wrestler lost **weight.**
7. The driver stepped on the **brake.**
8. The pitcher **threw** the ball.
9. The bugler **blew** his horn.
10. Ed wanted to **buy** a comic book.
11. The mouse ate a **piece** of cheese.
12. The patient looked very **pale.**
13. The miners examined the **ore.**
14. The people had to **wait** in line.
15. Jets **break** the sound barrier.
16. The scouts lost their **way.**
17. The class liked **your** talk.
18. The countries signed a **peace** treaty.
19. That bruise turned black.
20. The passengers had to **weigh** their baggage.

Note: The unvoiced /th/ sound in **threw** and **through** may cause difficulties. See pages 4T and 32.

E

LOOK AGAIN

Matcho. Have pupils look at the first list word on the left and compare it with the other words in the same line. Ask: "Which word is the same as the word on the left?" Have them write the matching word and continue.

Which Word? This activity helps pupils discriminate between homonyms and provides practice in using them within a given context.

Have pupils complete each sentence with the correct word. When the sentences are complete, go over the answers and let pupils check their own work.

Supplementary Activity

Reusing Matcho. Have pupils read the list word at the left and find one or more homonyms among the other words in the same line.

LOOK AHEAD

More Homonyms. This activity introduces homonyms that are nonlist words. Have pupils complete the activity independently.

Explain the Situation. Have pupils return to page 74 and discuss the picture and the story again. Ask: "How did Max feel at the end of the story? How do you think he would feel if he returned to catch Flossie Flounder?" Have them speculate about reasons for which anyone might want to catch a 40 t flounder. Help them develop a short plot telling why Mad Max wants to catch Flossie Flounder and what happens when he tries to do so.

Supplementary Activity

Story Follow-Up. Have pupils share their stories in class.

Answers

A. yes
B. yes
C. yes
D. no
E. yes
F. yes
G. yes

20 REVIEW

FIVE BLOCK REVIEW

In this game, there are seventeen blocks from beginning to end. But if you know the spellings of some sounds, you can finish in five. Follow the directions.

1. Read the words in the top line of block A. Then read the sounds next to the words.
2. Ask yourself, "Do the letters in heavy type stand for the sounds next to them?"
3. Write **yes** or **no** on your paper.
4. Look at block A again. Next to both **yes** and **no** is a letter. Look at the letter next to your answer. Go to the block labelled with that letter and continue.

A. **choir** /k/ mystery /i/
yes C no G

B. The **lm** in **calm** stands for the **m** sound. The **mb** in **thumbs** has the **m** sound. Try this:
chalk /k/ ache /k/
yes M no O

C. You're right. Now try this:
wrecked /r/ knuckles /n/
yes M no J

D. You're right. Try this:
elephant /p/ stomach /h/
yes N no Q

E. The **ch** in **anchor** stands for the /k/ sound. The **mb** in **dumb** stands for the /m/ sound. Try this:
quick /kw/ wring /r/
yes D no H

F. The **ph** in **phone** stands for the /f/ sound. The **qu** in **equal** stands for the /kw/ sound. Try this:
doubt /t/ square /kw/
yes C no P

G. The **ch** in **choir** stands for the /k/ sound. The **y** in **mystery** stands for the /i/ sound. Try this:
phone /f/ equal /kw/
yes C no F

78

Emphasis—Review of Units 14 through 19.

Additional Resources—Use Enrichment Activity 17: Trophy Time.

A

Note: Review Unit activities may be completed in four teaching periods.

Five Block Review. This activity reviews the /f/ sound spelled **ph** and the /kw/ sound spelled **qu,** introduced in Unit 16; the /k/ sound spelled **ch,** the /i/ and (ī) sounds spelled **y,** introduced in Unit 17; and the letters **b, l, w,** and **k** as they combine with other consonants to stand for single sounds, introduced in Unit 18.

Remind pupils that many sounds are spelled with unexpected letter combinations and that many letter combinations have unexpected sounds. Ask: "When you hear the /k/ sound, what spelling do you first think of?" They will likely say **k.** If so, pronounce the word **character** and ask how /k/ is spelled in this word. Lead them to see that /k/ can be spelled **ch** or **c** or **k.**

Discuss the /i/ and /ī/ sounds, reminding pupils that the sounds can be spelled **i** and **y.** Follow the same procedure with the /f/ and /kw/ sounds, pointing out that the /f/ sound can be spelled **f** or **ph** and the /kw/ sound can be spelled **qu.**

Ask: "What unusual letter combination do you remember that stands for the /r/ sound?" **(wr)** "For the /t/ sound?" **(bt)** "For the /n/ sound?" **(kn)** "For the /m/ sound?" **(lm)** Lead pupils to see that each sound can be represented by two letters. You may wish to have them give examples of words with each sound and spelling.

Have pupils read the directions for the Five Block Review. Go over each of the four steps orally, making sure they understand how to proceed from box to box. Emphasize that each answer should be written.

Have pupils complete the activity. You may wish to determine the average score for your class and allow pupils to compare their individual scores with the group average.

H. The **qu** in **quick** stands for the /kw/ sound. The **wr** in **wring** stands for the /r/ sound. Try this again:
quite /kw/ **type** /ī/
yes D no K

I. The **bt** in **debt** stands for the /t/ sound. The **kn** in **know** stands for the /n/ sound. Try this:
mechanic /ch/ **system** /y/
yes L no Q

J. The **wr** in **wrecked** stands for the /r/ sound. The **kn** in **knuckles** stands for the /n/ sound. Now try this:
calm /l/ **thumbs** /b/
yes B no M

K. The **qu** in **quite** stands for the /kw/ sound. The **y** in **type** stands for the /ī/ sound. Try this:
anchor /k/ **dumb** /m/
yes D no E

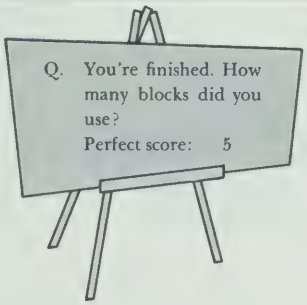
L. The **ch** in **mechanic** has the /k/ sound. The **y** in **system** has the /i/ sound. Try this again:
elephant /p/ **stomach** /h/
yes N no Q

M. You're doing fine. Try this:
quite /k/ **type** /y/
yes K no D

N. The **ph** in **elephant** stands for the /f/ sound. The **ch** in **stomach** stands for the /k/ sound. Try this:
debt /t/ **know** /n/
yes Q no I

O. The **lk** in **chalk** stands for the /k/ sound. The **ch** in **ache** stands for the /k/ sound. Try this again:
wrecked /r/ **knuckles** /n/
yes M no J

P. The **bt** in **doubt** has the /t/ sound. The **qu** in **square** has the /kw/ sound. Try this again:
choir /k/ **mystery** /i/
yes C no G



79

Answers

H. yes
I. no
J. no
K. yes
L. no
M. no
N. yes
O. yes
P. yes

Supplementary Activities

Reusing the Units. If your pupils need extra review, you may wish to have them return to the individual units.

To review Unit 16, have pupils turn to page 62 and silently read through the story of the squirrel and the elephant. Ask: "What letter combinations are missing from the story?" (**ph** and **qu**) Discuss which letter combination stands for the /f/ sound and which for the /kw/ sound.

To review Unit 17, have pupils read the story on page 66 and tell what letters must be added to complete the key words. Help them see that **ch** must be added to some words and **y** to others. Discuss the /k/ sound of **ch** and the /i/ and /ī/ sounds of **y**.

Have pupils turn to Unit 18, page 70, and pronounce each of the key words. Call attention to the sound made by the letter combinations **bt, lm, wr,** and **kn.** Point out that the letters **b, l, w,** and **k** combine with other consonants to stand for one sound. Pronounce list words at random and have pupils identify the key letters in each and tell what sound they stand for.

Twenty Questions. This activity strengthens sound-spelling relationships, which were introduced in Units 16, 17, and 18.

Write the following sound-spelling relationships on the board. Have pupils use them in Twenty Questions.

1. /f/ = ph	5. /t/ = bt
2. /i/ = y	6. /m/ = lm
3. /ī/ = y	7. /r/ = wr
4. /k/ = ch	8. /n/ = kn

Have pupils take turns thinking of a word (the word may be the name of a person, place, thing, or idea) that begins or ends with one of the sound-spelling relationships above. After a player thinks of the word, he or she stands and says: "I am thinking of a word that begins (or ends) with /r/" (or any other sound).

Members of the class take turns asking not more than twenty questions to find out what the word is. However, the questions must be phrased so that the response may be simply "yes" or "no." The person who guesses the answer may think of another word.

Answers

splen
zy
mit
per

nis
in
es
lic, port

---

1. threw, through
3. break, brake
4. I'll, isle
6. hall, haul
7. piece, peace
9. heard, herd

UNFINISHED POEMS

Complete the unfinished poems by using syllables from the list words on pages 54 and 58. When you have finished, read the poems aloud.

LIMERICKS

A miner of ____ did renown
Was cra____ and daft as a clown.
His ____tens he lined
With cop____ he mined.
He'd arise, but his hands would stay down!

A bug fled in a used ten____ shoe
Saying, "What's a poor ____sect to do?
I'll ____cape to the court
For pub____ sup____.
Five toes make me all black and blue!"

SORT THE HOMONYMS

Read the formula and then say the words. Write the words that follow the formula.

blue
blew

Words that sound alike but have different spellings and meanings are called **homonyms.**

1. threw through	3. break brake	5. root wrote	7. piece peace	9. heard herd
2. quick slow	4. I'll isle	6. hall haul	8. sink sunk	

80

B

Unfinished Poems. This activity reviews vowel sounds and syllabication, discussed in Units 14 and 15.

Ask: "If a word has only one vowel sound, how many syllables would you expect that word to have?" (one) "If a word has two vowel sounds, how many syllables would you expect that word to have?" (two) "Would the word with one vowel sound necessarily have only one vowel letter?" (no) "Would the word with two vowel sounds necessarily have only two vowel letters?" (no) Lead pupils to see that every syllable has a vowel sound but a vowel sound can be spelled by more than one vowel letter.

Call attention to the poems with missing syllables. Have pupils read the poems and write the missing syllables.

Sort the Homonyms. This activity reviews homonyms, introduced in Unit 19. Remind pupils that homonyms are words that sound alike but have different spellings and meanings. Ask: "If homonyms are words that sound alike but have different spellings and meanings, how do you know what a homonym means when it is spoken aloud and not written?" (One does not know unless it is used in context.) Say the words in the activity and have pupils write the homonyms.

Supplementary Activity

More Homonyms. Write the following words on the board and have pupils write a homonym for each one.

1. bear
2. would
3. hair
4. steal
5. knew
6. hymn
7. flew
8. stair
9. pail
10. beet
11. boy
12. seen
13. made
14. piece
15. grown
16. cereal
17. eight
18. week
19. hour
20. here

FOLLOW THE FORMULAS

Read the three formulas and then say the words. Make three columns on your paper. Put the words that follow the first formula in column 1, those that follow the second in column 2, and those that follow the third in column 3.

phone	The /f/ sound can be spelled **ph**.
quart	The /kw/ sound is usually spelled **qu**.
anchor	The /k/ sound can be spelled **ch**.

lacquer	church	disquiet	quill
phobia	gulf	phase	frolic
cheat	chide	schooner	
quantify	plaque	chrome	

LINE UP THE WORD PARTS

Connect the word parts in column A with those in column B to form two-syllable words. Write the words on your paper.

A	B
shel	low
cam	bum
furn	pus
splen	port
hol	ter
al	ish
sup	ment
wal	gest
mo	did
sug	rus

81

C

Follow the Formulas. This activity reviews the /f/ sound spelled **ph** and the /kw/ sound spelled **qu**, introduced in Unit 16; and the /k/ sound spelled **ch**, introduced in Unit 17.

Have pupils read and follow the directions and then have someone read aloud each of the three formulas. Discuss the /f/, /kw/, and /k/ sounds and the letter combinations that stand for them, **ph, qu,** and **ch.** Also discuss how each formula applies to the key words. Then beginning with the word **lacquer,** have pupils name the key letters and tell which formula describes the sound-spelling relationship. Have them write the word in the second column of their papers and continue in the same way with the remaining words. (*Note:* All words are nonlist words.)

Line Up the Word Parts. This activity reviews words with two syllables introduced in Units 14 and 15.

Remind pupils that words with two vowel sounds have two syllables and that when the first vowel sound of a word is followed by two consonants, the word is usually divided between the two consonants.

Answers

1. phobia	shelter
phase	campus
2. lacquer	furnish
quantify	splendid
disquiet	hollow
quill	album
3. schooner	support
chrome	walrus
	moment
	suggest

Ask someone to read the directions and then have someone find the word part in column B that goes with the first word part in column A. After pupils have found and written the word **shelter,** have them complete the activity independently.

Supplementary Activity

Say the Consonant; Show the Vowel. This activity helps pupils distinguish between vowels and consonants and allows the spelling of list words to be reviewed within a game context.

Select words at random from Units 14, 15, 16, and 17 and ask pupils to spell the words, using gestures in place of vowels. (See the directions on page 48.)

D

Supplementary Activities

Individual Help. Consult Analysis and Treatment of Spelling Problems, page 3T, to help pupils who need individual attention.

Reusing Supplementary Activities. Look back through the Review Unit and through Units 14 through 19 to see if there are Supplementary Activities that may be used again to help individuals or groups with special spelling problems.

Answers

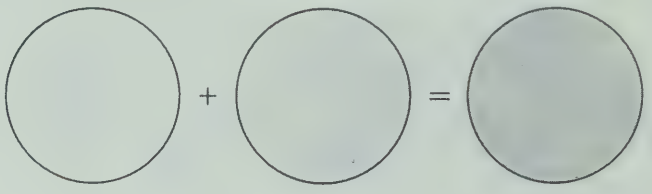
earliest
happiest
jollier
shinier
busier
friendliest

/ē/, y
/ē/, i

21 WORD COMBINING

busy	early	happy	jolly	shiny	busy	friendly	comfortable
busier	earlier	happier	jollier	shinier	busier	friendlier	more comfortable
busiest	earliest	happiest	jolliest	shiniest	busiest	friendliest	most comfortable

Examine the columns on this page. Write the list words that result when the words from each first column are combined with the endings in each second column.



Say the words in each first column. With what sound do they all end? What letter stands for that sound?

Say the words you wrote. What sound do you hear just before the **est** and **er** endings? What letter stands for that sound in the words you wrote?

early	+	**est**	=	**shiny**	+	**er**	=
happy	+	**est**	=	**busy**	+	**er**	=
jolly	+	**er**	=	**friendly**	+	**est**	=

82

Emphasis—Adding **er** and **est** to words ending with **y**; using terms of comparison.

Additional Resources—Use Enrichment Activity 18: Read All About It.

A

Word Combining. This activity presents the **y**-to-**i** rule. When **er** and **est** are added to words ending with consonant-**y**, the **y** is changed to **i.**

Have pupils read the words in each column. Then have them add the endings to make list words. Discuss the questions with pupils. Lead them to see that the final **y** on each word had to be changed to an **i** before the ending was added.

Supplementary Activity

Taking a Second Look. Tell pupils that adjectives describe qualities of nouns or pronouns, such as a **busy** man or a **jolly** person. Tell them adjectives also compare one noun with another noun that has the same quality. For example, Jack is **busier** than John.

Point to the words in the first word group and tell pupils that the words are adjectives in the simple uncompared form. Point out that **busy** with the **y** ending does not compare but simply describes a fact. Then point to the words in the second word group and tell pupils that the words in this group are used to show comparison of two things. Have them note that the ending of **busy** has been changed: **y** was changed to **i** and **er** added. Tell pupils that when two persons, places, or things are compared, the **er** ending is used. Then point to the last two items in the second word group, call-

WORD FORMS

Use the correct forms of the words in heavy type to complete the sentences.

1. This wren is early, but that one is **early**.
2. Here's a happy jay, but there's a **happy** one.
3. Which of the two pigeons is the **friendly**?
4. The dove nest is **comfortable** than a robin's.
5. Toby has the **shiny** coat of all the horses in the herd.
6. The old chair was the **comfortable** in the house.
7. Piglets are the **jolly** animals on the farm.
8. Those are the **busy** beavers I've ever seen.

busy
busier

When words end in consonant + y, the **y** changes to **i** to add any ending except **ing.**

busier
busiest

The **er** ending is used to compare two things. The **est** ending is used to compare three or more things.

comfortable
more comfortable
most comfortable

Some words use **more** to compare two things and **most** to compare three or more things.

83

Answers

1. earlier
2. happier
3. friendlier
4. more comfortable
5. shiniest
6. most comfortable
7. jolliest
8. busiest

ing attention to the word **more.** Lead pupils to see that when the **er** ending is not added to compare two things, the word **more** is used instead.

Next call attention to the third word group and point out the **est** endings and the word **most** used with **comfortable.** Tell pupils that when three or more things are compared, the ending **est** or the word **most** is used with the simple comparative form.

Have pupils use words from each word group in sentences, illustrating the three degrees of comparison.

B

Word Forms. This activity provides practice in substituting the correct word form for an incorrect word form in a given sentence.

Remind pupils that words have different forms that are used in different ways. Have them read the first sentence and tell what is wrong with the key word. (It is the wrong form for the sentence.) Have them write the correct form and continue.

Formulas. Have pupils read the formulas aloud and tell how they apply to the key words.

Supplementary Activity

Taking a Second Look. Have pupils turn back to the list words on page 82. Ask them to read the first five or six words in groups two and three. Then ask: "What two letters do all these endings share?" (**ie**) "What letter does **i** take the place of?" (**y**) "What is the root word of each word that has an **ie**?" Have them find each of the root words in the first group and note that they all end in **y**.

Answers

1. ar
2. a
3. ward
4. ward
5. ward

ward, ward

---

2. toward
3. seaward
4. upward
5. heavenward

C

WRITE AND REVIEW

Before pupils begin the first exercise, review the formation of capitals **P** and **R** on the board. Remind them that in both letters, the second stroke retraces the first stroke.

P—Number Count: 1-2
—Descriptive Count: 1. Straight slant down. 2. Back up again (retracing the down-stroke) and around to the right (until you just touch the beginning stroke).

R—Number Count: 1-2-3
—Descriptive Count: 1. Straight slant down. 2. Back up again (retracing the down-stroke) and around to the right, forming a small loop just touching the upstroke. 3. Curve down to the base line and then curve up.

Have pupils copy the sentence in the second exercise. Remind them that every letter should rest on the base line.

Ask pupils to find the list word in the sentence. (**earlier**) Have them spell the root word of **earlier.** (**early**) Review that when words end in consonant-y, the y changes to **i** to add any ending except **ing.**

Misfits. The focus is on the **ward** suffix. To help pupils see that this suffix denotes a direction or course taken, ask: "What do the words have in common in addition to the **ward** suffix?"

Direction. Read the instructions and allow pupils to work independently. Have them read and spell their answers aloud. Then ask them to turn to the misfits on page 76 and define the words in terms of direction.

Note: Although **toward** follows the same principle, it is pronounced /tôrd/ or /tə wôrd′/.

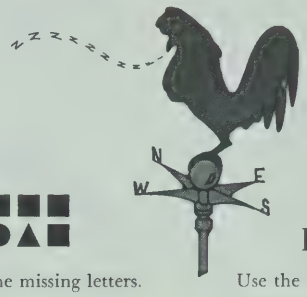
WRITE AND REVIEW

Practise each letter.

P *R*

Copy the sentence. Be sure your letters rest on the base line.

Our friends flew to Puerto Rico earlier in the day.



MISFITS

Read the clues and name the missing letters.

1. northw____d going north
2. southw____rd going south
3. east____ going east
4. west____ going west
5. down____ opposite of **upward**

What common syllable do the words have? How is it spelled?

DIRECTION

Use the following words to show direction.

1. on *onward*
2. to ____
3. sea ____
4. up ____
5. heaven ____

84

Supplementary Activity

Find the Misfit. Have pupils arrange the letters to spell the five misfits. Letters can be used more than once. (**northward, southward, eastward, westward,** and **downward**)

w a r d r o s u n t e w d a h

D

Unit 21 Quiz

1. The clown had a **happy** face.
2. We went to the **earlier** movie.
3. My patent leather shoes are **shinier** than yours.
4. The ants were very **busy.**
5. The king had a **jolly** laugh.
6. This dog is **friendlier** than that one.
7. The littlest star was the **shiniest** of all the stars.
8. **The next door neighbours were friendly.**
9. The smallest child was the **happiest.**
10. The metal on the grille had a **shiny** surface.
11. The smaller puppy looked **happier.**

LOOK AGAIN

COMPLETE THE CHART

Read each of the words printed in the chart. Complete the chart by writing words that belong in the blanks.

One Thing	Two Things	More than Two Things
1. greedy	greedier	greediest
2. beautiful	more beautiful	most beautiful
3.		most comfortable
4.	jollier	
5. steady		
6. friendly		
7.	busier	
8.		shiniest

WHICH WORD?

Which word makes sense in the sentences?

1. better best
   Sue listened _____ than I.
2. prettier pretty
   This daffodil is the _____.
3. steadiest steady
   With a _____ hand, she wired the lamp.
4. stranger strange
   Isn't it _____ that he won't speak either?

LOOK AHEAD

WORD MULTIPLICATION

Make as many words as possible by adding endings to the words listed here. Example: dizzy

dizzier dizziest dizziness
dizzying dizzied

1. crazy
2. hazy
3. silly
4. witty
5. empty
6. apply

ADDLED ADS

Change the endings in heavy type to other endings to make sense out of the mixed-up ads.

1. Zappo Soap gets your clothes **cleanest** than any of the other leading brands.
2. For the brighter teeth in town, brush with Fine Grit Toothpaste.

85

12. Stores are **busier** on Saturdays than they are on Mondays.
13. Dogs were man's **earliest** pets.
14. The bird made a **comfortable** nest.
15. Elves are **jollier** than people.
16. The baby woke up late and took an **early** nap.
17. Bees are the **busiest** insects.
18. The worm moved to a **more comfortable** hole.
19. The smallest squirrel was the **friendliest.**
20. The tiniest monkey was the **jolliest.**
21. The loafers are my **most comfortable** shoes.

Note: There is an assortment of previously mentioned problems: the /j/ and ll sounds in **jolly** (pages 60 and 44); the /v/ sound in **favourably** (page 16); the /sh/ sound in **shiny** (page 20).

E

LOOK AGAIN

Complete the Chart. This activity compares forms of words. Call attention to the three parts into which the chart is divided. Have pupils copy the chart on their papers and complete the blank spaces with the correct word forms.

Which Word? Have pupils complete each sentence with the correct word. When the sentences are complete, go over the answers with the pupils and let them check their own work.

LOOK AHEAD

Word Multiplication. This activity shows that several words can be derived from one root word and several suffixes. Have pupils complete the activity independently.

Addled Ads. This activity strengthens recognition of misused words. Have pupils complete the exercise independently.

Answers

LOOK AGAIN

3. comfortable, more comfortable
4. jolly, jolliest
5. steadier, steadiest
6. friendlier, friendliest
7. busy, busiest
8. shiny, shinier

---

1. better
2. prettier
3. steady
4. strange

LOOK AHEAD

Answers will vary.

---

1. cleaner
2. brightest

Supplementary Activity

Forming the Plurals of Words Ending with **y.** Write the words **donkey, monkey,** and **turkey** on the board. Point out that they are single nouns ending in vowel-y. Ask: "How is the plural for these words formed?" (by adding **s**) Add an **s** to each word.

Next write **berry, puppy, bunny, army,** and **cooky** on the board. Point out that these words also are singular forms but that they end in consonant-**y.** Ask: "How are their plurals formed?" (by changing **y** to **i** and adding **es**) Show how to make the plural form of each word.

Then ask: "Why did we simply add **s** to the first words and not to the second words?" Lead to the conclusion that it is the letter before the **y** that determines when **y** is changed to **i.** If the letter before **y** is a vowel, **y** is not changed. If the letter before **y** is a consonant, **y** changes to **i.**

Answers

divider
relation
forgiven
noticing
paraded
settler
surprising
battled
promised
decided

e, yes

22 WORD COMBINING

Examine the columns on this page. Write the list words that result when the words from the first column are combined with the endings in the second column.

erase
erased
erasing
practising
decided
supposed
battled
excusing
manufacturer
arrival
divider
forgiven
promised
settler
eraser
imagination
celebration
relation
noticing
invitation
surprising
paraded
location

divide + **er** =

relate + **ion** =

forgive + **en** =

notice + **ing** =

parade + **ed** =

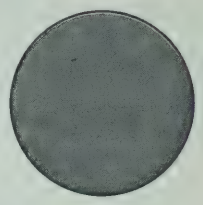
settle + **er** =

surprise + **ing** =

battle + **ed** =

promise + **ed** =

decide + **ed** =



+

=

With what letter does each word in the first column end? Was the letter dropped from the words in the first column when endings were added?

86

Emphasis—Adding suffixes to words ending with **e**.

Additional Resources—Use Enrichment Activity 19: Word Roulette.

A

Word Combining. This activity shows that when suffixes are added to words ending with **e**, the **e** is dropped.

Have pupils read the words in the first column and then have them add the endings in the second column to make a list word. Discuss the questions at the bottom of the page. Lead pupils to see that the final **e** on each word must be dropped before any ending beginning with a vowel is added.

Supplementary Activities

Taking a Second Look. Write the words **practising, relation, paraded,** and **eraser** on the board. Ask: "What is the root word of each word? What is the ending?" Have the suffix of each word removed and then ask: "Are the root words left?" (no) "What is missing from each word?" (final **e**) Help pupils see that for each root word to be complete, a final **e** must be added. Ask: "Why was each final **e** dropped before adding the ending?" To answer this question, write the word **divide** and then add the **er** without erasing the **e**. Help pupils see that if the final **e** were retained when adding endings beginning with vowels, the pronunciations would not remain consistent.

Next write the word **battle** on the board and say: "Suppose I wanted to add the ending **ment,** would I need to drop the final **e**?" (no) "Why?" (because **ment** does not begin with a vowel)

WORD FORMS

Incorrect word forms have been used in the following sentences. Using list words, write the correct forms of the words in heavy type on your paper.

1. We held a birthday **celebrating** for Ryan.
2. You can write a story if you use your **imaginary**.
3. Because of his late **arrived**, we ate at ten o'clock.
4. There is no **excuses** Jean's constant lateness.
5. The **locate** for the house had not been chosen.
6. Was Joan **suppose** to call her mother?
7. Who has the new **erasing**?
8. Linda is **practise** her piano lesson.
9. The **manufacturing** will fix the clock.
10. The **invite** says the party is Friday.

erase
erased
erasing

When a word ends with the letter **e**, the **e** is dropped when any ending beginning with a vowel is added. The endings change the use of the words in sentences.

87

Answers

1. celebration
2. imagination
3. arrival
4. excusing
5. location
6. supposed
7. eraser
8. practising
9. manufacturer
10. invitation

1. Find a list word that means to have reached a conclusion. (**decided**) Circle the third letter. (**c**)
2. Find a list word that means reaching one's final destination. (**arrival**) Circle one of the double letters. (**r**)
3. Find a list word that means one who brings things to rest. (**settler**) Circle the first two letters. (**se**)
4. Find a list word that means taking something or someone unaware. (**surprising**) Circle the second letter. (**u**)
5. Find a list word that means a position or a site for something. (**location**) Circle the second letter. (**o**)
6. Now take the six letters you have circled and arrange them in the right order to find the answer to the riddle.

Read the riddle again and write the following phrase on the board, leaving a blank in place of the word in parentheses. Tell pupils that the answer to the riddle is the phrase: "Because he (Crusoe)."

B

Word Forms. This activity provides practice in substituting the correct word form for an incorrect word form in a given sentence.

Remind pupils that words have different forms that are used in different ways. Have them read the first sentence and tell what is wrong with the word in heavy type. (It is the wrong form for the sentence.) Have them write the correct form and continue.

Formula. Have someone read the formula aloud and tell how it applies to each key word.

Supplementary Activity

Riddles in a Riddle. This activity reviews the list words in a game context and provides practice in matching words and meanings.

Read the following riddle aloud: "Why did the farmer name his rooster Robinson?"

Tell pupils that to find the answer to the riddle, they must follow directions. Read the following:

Answers

1. a
2. a, d
3. ard
4. ard
5. ard

ard
/ərd/

---

1. coward
2. orchard
3. mustard
4. standard
5. awkward

WRITE AND REVIEW

Practise each letter.

J I

Copy the sentence. Check the size and shape of each letter.

We're planning a celebration for Ian's birthday in July.

MISFITS

Read the clues and name the missing letters.

1. cow____rd — person without courage
2. awkw____r____ — clumsy
3. must____ — relish used on frankfurters
4. orch____ — place where fruit trees grow
5. stand____ — something used as a model

What three letters end each word? What sounds do they stand for?

ANALOGIES

Use the misfits to complete the analogies.

1. _____ : hero : : afraid : brave
2. grapes : vineyard : : apples : _____
3. sugar : cereal : : _____ : hot dog
4. unusual : _____ : : extraordinary : model
5. dancer : graceful : : clown : _____

88

C

WRITE AND REVIEW

Point out the similar beginning stroke in capitals **J** and **I**. Remind pupils that in capital **J**, the upper loop is twice as wide as the lower loop. Have them practise each letter.

J—Number Count: 1-2
—Descriptive Count: 1. Wide loop up (to the left) and straight slant down past the base line. 2. Narrow loop up (crossing the downstroke at the base line).

I—Number Count: 1-2-3
—Descriptive Count: 1. Curve up (to the left), loop down. 2. Curve up at the base line. 3. Swing out (to the right).

Have pupils copy the sentence and check the size and shape of each letter. Ask why people in Canada hold a celebration on July 1st. Then ask them to name the root word of **celebration. (celebrate)** Remind them that when a word ends in **e,** the **e** is dropped when any ending beginning with a vowel is added.

Misfits. The focus is on the final **ard** pronounced /ərd/. (*Note:* Two misfits end in **ward,** which is usually associated with a direction. The **ward** suffix at the ends of **eastward, westward,** and so on, was introduced on pages 76 and 84.) Point out that **awkward** also has a meaning related to direction; it means "to be turned the wrong way." **Coward** is not related to a direction.

Lead pupils to see that **standard** can also mean regular or common by saying: "If we made six planes from one model, or standard, with the result that all the planes looked alike, would the original plane look unusual or ordinary?" Develop this idea with further examples. (Item 4 in the following Analogies exercise is dependent upon this development.)

Analogies. First make sure that pupils understand the principle of analogy. If necessary, repeat the explanation in the teacher's notes on page 19.

Then read the analogies and help pupils complete them. Ask them to explain the relationships in each analogy.

D

Unit 22 Quiz

1. Snow delayed the plane's **arrival.**
2. The **settler** built his cabin.
3. The sailors **battled** the storm.
4. The pitchers were **practising** their throws.
5. The typist used an **eraser.**
6. The cowboys **paraded** their horses.
7. The experiment gave **surprising** results.
8. The ship's **location** was unknown.
9. The general **decided** to attack.
10. A **divider** separated the rooms.

LOOK AGAIN

COMPLETE THE CHART

Read each of the words printed in the chart. Complete the chart by writing the words that belong in the blanks.

	Word	Word + ed	Word + ing
	decide	decided	deciding
1.		raised	
2.	relieve		relieving
3.	charge		
4.		decorated	
5.		leased	
6.			graduating
7.		sneezed	

WHICH WORD?

Which word makes sense in the sentences below?

1. raised raising
   Tim _____ his hand.
2. relieve relieved
   John was _____ to see Sis.
3. charged charge
   She trained the dog to _____.
4. decorated decorating
   I love _____ the tree!
5. leased leasing
   She _____ the trailer to a friend.
6. graduated graduate
   Sally will _____ this spring.
7. sneeze sneezing
   Won't you ever stop _____?

LOOK AHEAD

SPELLING PUNS

Mad Max thought you spelled words according to what you were describing. Correct his spelling in the sentences below.

1. Men coming in the door of the party will get a **sirprize.**
2. Because she's so small, we can't seem to **lowkate** the little girl.
3. She finally **desided** to quit the team.

STORY SETTING

Use as many list words as you can to write a story for the setting below.

Person: band leader

Place: parade

Thing: surprise

89

Answers

LOOK AGAIN

1. raise, raising
2. relieved
3. charged, charging
4. decorate, decorating
5. lease, leasing
6. graduate, graduated
7. sneeze, sneezing

1. raised
2. relieved
3. charge
4. decorating
5. leased
6. graduate
7. sneezing

LOOK AHEAD

1. surprise
2. locate
3. decided

Answers will vary.

11. The victors held a **celebration.**
12. Today it was **supposed** to rain.
13. Artists need lots of **imagination.**
14. The campers were **noticing** the cold weather.
15. After **excusing** herself, the woman left.
16. The faulty television was returned to the **manufacturer.**
17. The boss **promised** them raises.
18. I lost my party **invitation.**
19. The unruly children were **forgiven.**
20. The mayor is a **relation** of mine.

Note: There is an assortment of previously mentioned problems: the schwa sound in many words (pages 36 and 5T); **ture** in **manufacture** (page 28); the /j/ sound in **imagine** (page 60); the /v/ sound in **invite** and **forgive** (page 16).

E

LOOK AGAIN

Complete the Chart. This activity compares forms of words. Call attention to the three parts into which the chart is divided. Have pupils copy the chart on their papers and complete the blank spaces with the correct word form.

Which Word? Have pupils complete each sentence with the correct word. When the sentences are complete, go over the answers and let pupils check their own work.

LOOK AHEAD

Spelling Puns. This activity shows that puns are humorous uses of homonyms. For example: "When is silence all wet?" (when it reigns)

Have pupils read the puns that Max made on the list words and then write them correctly.

Story Setting. Have pupils tell what surprising things might happen to a band leader during a parade. Ask: "What kind of band might it be? What kind of parade might it be? What is a parade like?" Have pupils discuss what things can be seen, felt, touched, and heard at a parade. Have them write a short story, using as many list words as possible.

Supplementary Activity

Story Follow-up. Have pupils read and discuss their stories in class. You may ask: "Did the writer describe the parade well? What was the plot? How many list words were used?"

Answers

forgetting
referring
expelled
propeller
submitted
forbidden

C-V-C
vowel

23 WORD COMBINING

Examine the columns on this page. Write the list words that result when the words from the first column are combined with the endings in the second column.

begin
beginner
beginning

rebelling
forgetting
transferred
beginner
admitted
occurring
omitted
referring
controller
permitting
regretted
preferred
conferring
equipping
compelled
expelled
propeller
submitted
committing
forbidden

forget + **ing** =

refer + **ing** =

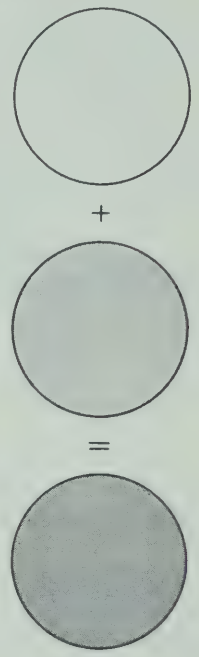
expel + **ed** =

propel + **er** =

submit + **ed** =

forbid + **en** =

Look at the words in the first column. With what pattern do they end, C-V-C, V-V-C, V-C-C? Look at the endings in the second column. Do they begin with a vowel or a consonant?



90

Emphasis—Doubling the final consonant in words with consonant-vowel-consonant (C-V-C) pattern.

Additional Resources—Use Enrichment Activity 20: Build a Word.

A

Word Combining. This activity shows that when endings are added to words with the C-V-C pattern, the final consonant is doubled before adding an ending beginning with a vowel.

Note: Each of the words in this unit is accented on the final syllable. If you wish to introduce this part of the doubling rule (that is, when the accent is on the final syllable of words ending with C-V-C, the final consonant is doubled), see the second Supplementary Activity below.

Have pupils read the words in the first column. Then have them add the endings in the second column to make list words. Discuss the questions at the bottom of the page. Lead them to see that words with the C-V-C pattern double the final consonant before adding an ending beginning with a vowel.

Supplementary Activities

Taking a Second Look. Have pupils look at the second column. Ask: "Do all of the endings begin with vowels?" (yes) "How many endings can you name that do not begin with vowels?" (*Examples:* **ment, less, ly, ness**) Then say: "Suppose you wanted to add the suffix **ment** to **equip.** Would you double the final consonant?" (no) "Why?" (**Ment** does not begin with a vowel.)

Note: Because **q** never appears without **u** and because **qu** stands for the /kw/ sound, **qu** is treated as a consonant. Therefore **equip** is a C-V-C word.

Listen for the Accent. Pronounce the following nonlist words with the C-V-C pattern. Have pupils listen to the syllables and decide which one is

MATCH/WRITE

Write the list words that have meanings similar to the following words.

1. regulator	4. allowing	7. consulting
2. acknowledged	5. favoured	8. pledging
3. left out	6. forced	9. supplying

Now use some of the words you wrote to complete the sentences below.

1. Greta _____ she had made a mistake.
2. The committee is _____ with the president.
3. He was _____ to seek employment elsewhere.

CHOOSE THE ENDING

Read each sentence. Then decide which of the endings should be added to the words in heavy type to make sense in the sentences.

ed **ing** **er** **able**

1. He **regret** his actions.
2. A **begin** was placed in the class.
3. Elaine **transfer** her equipment to the closet while the earthquake was **occur.**
4. The people were **rebel** against their ruler.

begin
beginner
beginning

When endings that begin with vowels are added to words ending with the C-V-C pattern, usually the final consonant is doubled before adding the ending. The endings change the use of the words in sentences.

91

Answers

1. controller
2. admitted
3. omitted
4. permitting
5. preferred
6. compelled
7. conferring
8. committing
9. equipping

1. admitted
2. conferring
3. compelled

---

1. regretted
2. beginner
3. transferred, occurring
4. rebelling

accented. After each word, ask: "Would you double the final consonant to add an ending beginning with a vowel?"

1. major(ing)	11. market(ing)
2. infer(ring)	12. demur(ring)
3. offer(red)	13. prefer(ence)
4. upset(ting)	14. prefer(ring)
5. gravel(ing)	15. shove(led)
6. garden(ing)	16. slander(ed)
7. sever(ing)	17. unsnap(ping)
8. overlap(ping)	18. profi(ting)
9. narrow(ing)	19. harrow(ing)
10. labour(ing)	20. intermit(ting)

B

Match/Write. Have pupils find and write list words that are similar in meaning to the words in the exercise. Then have them use the same list words in the sentences that follow.

Choose the Ending. Remind pupils that the context of a sentence determines which suffix will be added to a word. Ask: "How does the C-V-C pattern affect the ending of a word when a suffix beginning with a vowel is to be added?" (The final consonant is usually doubled.) Have pupils complete the activity.

Formula. Select someone to read the formula aloud and tell how it applies to the key words. To show how endings change the use of words in sentences, select someone to use each word in a sentence.

Supplementary Activity

Taking a Second Look. Have pupils look again at the words in the first test tube on page 90. Help them identify the C-V-C pattern at the end of each word. Say: "The pattern of the last three letters of a word determines how an ending will be added, that is, whether or not the final letter will be doubled, left as it is, or dropped."

Ask: "What pattern do you know that drops the final letter?" (V-C-e) Have pupils give examples, such as **placing, excited, writing,** and **refusing.** "Which patterns do not require any changes at all?" (V-C-C, C-V-V, and V-V-C) Have pupils give examples, such as **forming, endings, greater, sweater, freeing,** and **agreement.**

Answers

1. a
2. a, y
3. ary
4. ary
5. ary

---

necessary
canary
secretary

WRITE AND REVIEW

Practise each letter.

T *F*

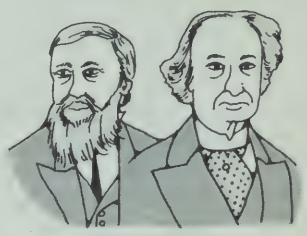
Copy the sentence. Check the spacing between your words.

Thomas submitted a report on the Fathers of Confederation.

MISFITS

Read the clues and name the missing letters.

1. diction____ry — book with definitions of words
2. secret____r____ — person who takes messages and types letters for another person
3. necess____ — something that must be done
4. milit____ — soldiers
5. can____ — kind of bird



FIND THE MISFITS

Arrange these letters to spell three misfits.

e n r c e s t s a r y a

C

WRITE AND REVIEW

Review the formation of capitals **T** and **F**, stressing that the only difference in the two letters is the across stroke in **F**. Then have pupils practise each letter.

T—Number Count: 1-2-3-4
—Descriptive Count: 1. Small loop. 2. Curve. 3. Curve down and around (to the left). 4. Swing out.
F—Number Count: 1-2-3-4-5
—Descriptive Count: 1. Small loop. 2. Curve. 3. Curve down and around (to the left). 4. Swing out. 5. Across (midway in the space).

Before pupils copy the sentence, remind them to leave a space the width of a small **o** between the words. When they have completed the exercise, have them underline the word **submitted.** Then have them name the root word in **submitted. (submit)** Review how endings beginning with a vowel are added to words ending with the C-V-C pattern.

Misfits. The focus is on final **ary** pronounced /erē/ and /ărē/.

Find the Misfits. Read the directions and then ask pupils to find the words. Have them correct the written work by spelling the answers aloud. (*Note:* Some letters must be used more than once.)

Supplementary Activity

Find the New Words. Have pupils arrange the letters to spell two words that begin with **s** and end in **ary.** (**salary** and **stationary**)

s a r y a l t a t i o n

After pupils have found the words, write them on the board and point out that **stationary** has the homonym **stationery.** Define **stationery** and write context sentences for both words on the board. Encourage some pupils to suggest more context sentences and select others to spell the homonym.

D

Unit 23 Quiz

1. The best swimmer was a **beginner.**
2. The typist **omitted** a word.
3. The whale **expelled** a stream of water.
4. Wind damaged the **propeller.**
5. The class **submitted** its homework.
6. Stealing is **forbidden** by law.
7. The crew was **rebelling** against the captain.
8. The dog kept **forgetting** his bone.
9. The mistakes kept **occurring.**
10. The hobo **regretted** his laziness.

LOOK AGAIN

COMPLETE THE CHART

Read each of the words printed in the chart. Complete the chart by writing the words that belong in the blanks.

Word	Word + ed	Word + ing	Word + s
1. admit	admitted		
2.		omitting	
3.			controls
4.			refers
5.		propelling	
6.	rebelled		

Now use one word from each line on the chart to complete the sentences.

1. Is there anything wrong in _____ the truth?
2. Please _____ that from the paper.
3. The cat wanted _____ of the mouse.
4. I was _____ to this office.
5. The rocket was _____ through the air.
6. America _____ against England in 1776.

LOOK AHEAD

FIND AND SCORE

Going from left to right, see how many words you can find in the word **preferable.** Give yourself a point for each letter in each word you make.

PREFIX MIX

Change the prefixes in heavy type to make sense out of this mixed-up tale.

I can't **retrol** my dog. If I **prebid** her to come in the house, she sneaks in the back door. I **formit** that I **adget** to close it. But it doesn't **pergin** to **becur** to the dog that she's not **premitted** in. I **congret** to say that I would **ocfer** a dog with better manners.

93

11. Students were **transferred** to other schools.
12. The butler **admitted** to the crime.
13. The men were **equipping** the knight for battle.
14. The rain **compelled** us to stop the game.
15. The police officers were **permitting** the people to cross.
16. Money was handled by the **controller.**
17. The teachers were **conferring** with the principal.
18. She is **referring** me to a doctor.
19. We saw the man **committing** a crime.
20. The kittens **preferred** warm milk.

Note: Note the /i/ sound in **admit, begin,** and so on. See page 12.

E

LOOK AGAIN

Complete the Chart. Call attention to the three parts into which the chart is divided. Have pupils copy the chart on their papers and complete the blank spaces with the correct word form.

When the chart is finished, have pupils use the words in the sentences. Discuss how the endings affect the way the words are used.

LOOK AHEAD

Find and Score. Write the word **preferable** on the board and have pupils find the words **era** and **real.** Point out that it is possible to skip letters as long as the left-to-right sequence is maintained. Have them complete the activity.

Prefix Mix. This activity shows that prefixes cannot be indiscriminately added to words. Have pupils rewrite the paragraph, substituting the correct prefix. Then ask someone to read aloud the corrected paragraph.

Supplementary Activity

Scramble. This activity allows pupils to use the list words in a game context and encourages group discussion and cooperation in adding endings to words with the C-V-C pattern.

Choose two or three list words with the same number of letters, such as **regretted, rebelling,** and **compelled.** Write each letter of each word on a separate card and give the letters of each word to a team of nine members each. Tell each team to figure out what the list word is and at the signal from you to arrange themselves in the correct order as quickly as possible. Tell the teams to find a C-V-C pattern and add an ending.

At the signal to "Scramble," pupils race to see which team gets in order first. This game may be played as many times as you like, using other list words with the same number of letters.

Answers

LOOK AGAIN

1. admitting, admits
2. omit, omitted, omits
3. control, controlled, controlling
4. refer, referred, referring
5. propel, propelled, propels
6. rebel, rebelling, rebels

---

1. admitting
2. omit
3. control
4. referred
5. propelled
6. rebelled

LOOK AHEAD

Answers will vary.

---

control
forbid
admit
forget
begin
occur
permitted
regret
prefer

Answers

1. opened
2. answerable
3. remembering
4. consideration
5. gardener
6. covered
7. discoverer
8. chartering
9. delivered
10. wondering

more than one syllable
another syllable
no

24 CONNECTING PARTS

or · der
ordered

On your paper, write the list words that can be formed by connecting the words on the left with endings on the right.

opened
covered
entering
gathering
gardener
chartering
happened
bartering
ordered
delivered
remembering
visitor
wondering
discoverer
answerable
wandering
bothered
consideration

1.	**open**	ed ing ion	6. **cover**	ed ation ing
2.	**answer**	able ed er	7. **discover**	ed er ist
3.	**remember**	ing ation ed	8. **charter**	en ed ing
4.	**consider**	able ation er	9. **deliver**	ed ing y
5.	**garden**	er ing ist	10. **wonder**	ing able ed

Do the list words have one syllable or more than one syllable?
When a word has two or more syllables, the syllable that is loudest is **accented**. Is the accent on the final syllable or another syllable?
Should you have doubled the final consonant of the words before adding the endings?

94

Emphasis–Adding suffixes to words with the C-V-C patterns.

Additional Resources—Use Enrichment Activity 21: Spot the Word.

A

Connecting Parts. This activity shows that suffixes are simply added to two-syllable words with the C-V-C pattern when the accent falls on the first syllable. (*Note:* To review accenting, see the Supplementary Activity on page 90.)

Explain that by connecting the words on the left with endings on the right, list words can be formed. Beginning with item 1, help pupils identify the list word **opened.** Have them write the list word and continue in this way for the remainder of the activity.

Supplementary Activity

Taking a Second Look. Have pupils read the words they have written and note that, to add the endings to the root words, no changes were necessary; the endings were simply added to the root words.

Call attention to the first root word, **open,** and ask: "What pattern does the ending of this word have?" (the C-V-C pattern) Remind pupils that in the previous unit they learned that the C-V-C pattern required doubling the final consonant before adding an ending. Ask: "Why do you suppose the words in this unit are different?" Pronounce **forgot, occur,** and **refer.** Then pronounce **open, answer,** and **charter.** Ask: "Did you hear anything different in the way the two sets of words were pronounced?" Help them to see that the accent in the first three words falls on the *last* syllable but that the accent in the last three words falls on the *first* syllable. Pronounce the words again and then ask pupils to pronounce the words on the left. Ask: "Which syllable is accented?" (the first) Lead to the conclusion that when the *first* syllable of a word with the C-V-C pattern is accented, the final consonant is *usually not* doubled before adding an ending.

MATCH/WRITE

Write the list words that have meanings similar to the following words.

1. annoyed, worried
2. collecting
3. roaming, passing
4. marvelling
5. occurred
6. recording, going in

Now use some of the words you just wrote to complete the sentences.

1. She was _____ along the road when I saw her.
2. While _____ wood, I _____ to see a young deer.

ENDINGS AND MEANINGS

Use suffixes with the words in column B to express the meanings in column A. Choose only from the following suffixes: **er, ed, ing, or.**

Example: trading barter

bartering

	A	B	
1.	going in	enter	_____
2.	found out	discover	_____
3.	one who visits	visit	_____
4.	handed over	deliver	_____
5.	one who gardens	garden	_____
6.	requested	order	_____

or · der
ordered

Double the final consonant of C-V-C words only when the accent comes on the final syllable.

95

Answers

1. bothered
2. gathering
3. wandering
4. wondering
5. happened
6. entering

1. wandering
2. gathering, happened

---

1. entered
2. discovered
3. visitor
4. delivered
5. gardener
6. ordered

B

Match/Write. Have pupils find and write list words that are similar in meaning to the words in the top part of the activity. Then have them use the same list words in the sentences that follow.

Endings and Meanings. This activity shows how suffixes affect the meanings of words. Remind pupils that the **ed** ending usually refers to something that happened in the past, the **ing** ending usually refers to something happening in the present, and the **er** and **or** endings usually refer to someone who does something. Then ask: "When you add one of these endings to words with the C-V-C pattern, do you double the final consonant?" (usually if the accent is on the final syllable) Lead to an understanding of the concept in the formula. Then have pupils complete the exercise.

Formula. Have someone read the formula aloud. Discuss its application to the key words.

Supplementary Activities

Practice. You may wish to duplicate the following to use as a test, or you may wish to read the sentences aloud and have pupils write the correct form of the underlined word for each sentence. (Answers are in parentheses.)

1. I am wonder(ing) if you will go.
2. I know what happen(ed).
3. Who was expel(led) from school?
4. The teen-agers were loiter(ing) in the shopping centre.
5. I am refer(ring) to a movie.
6. The mail carrier deliver(ed) the mail.
7. We cover(ed) our heads and ran.
8. I am only a begin(ner) at skating.
9. Columbus was a discover(er).
10. I submit(ted) my paper on time.

Word Discrimination. Write the words **wondering** and **wandering** on the board and have pupils discuss their spellings and meanings. Point out that **wandering** means going aimlessly about and **wondering** means being in a state of curiosity or doubt about something.

Answers

1. ac
2. a
3. a, e
4. ace
5. ace

ace
/is/

---

1. necklace
2. furnace
3. palace
4. menace
5. surface

WRITE AND REVIEW

Practise each letter.

L *Q*

Copy the sentence. Be sure your work is neat and clean.

"Quickly!" ordered Captain Lee as he marched across the deck.

MISFITS

Read the clues and name the missing letters.

1. neckl____e — piece of jewelry
2. pal____ce — castle
3. furn____c____ — used to heat a house
4. surf____ — outside of something
5. men____ — a danger

What three letters end each word?
What sounds do they stand for?

FILL IN THE MISFITS

Use the misfits to fill in the sentences.

1. The woman wore a pearl _____.
2. Coal goes into the _____.
3. The king and queen lived in a _____.
4. An uncaged lion is a _____.
5. The submarine rose to the _____.

96

C

WRITE AND REVIEW

Capitals **L** and **Q** are sometimes easily confused. Review the formation of each letter and point out the reverse curve ending on **Q** that is like that of **L.** Have pupils practise each letter.

L—Number Count: 1-2-3
—Descriptive Count: 1. Curve up and loop down in a slant. 2. Make a small loop that lies flat on the base line. 3. Swing out in a curve below the base line.

Q—Number Count: 1-2-3
—Descriptive Count: 1. Small loop. 2. Curve around and down to form a small loop (lying flat on the base line). 3. Swing out in a curve below the base line.

Have the sentence read aloud. Point out that an exclamation point was used after **Quickly** to stress that this word was used as a command. Have pupils copy the sentence and check to be sure their work is neat and clean.

Remind pupils that many words ending in a consonant double the consonant when adding an ending. Ask why the final consonant was not doubled when **order** was changed to **ordered.** (The final consonant in C-V-C words doubles only when the accent in the word comes on the final syllable.)

Misfits. The focus is on final **ace** pronounced /is/.

Fill in the Misfits. Read the directions and then allow pupils to work independently. Have them read the completed sentences and spell the answers aloud.

Supplementary Activity

Write a Story. Ask pupils to write a short description of a king and queen who choose a submarine as their palace. Encourage them to use as many misfits as possible.

D

Unit 24 Quiz

1. A bandage **covered** the cut.
2. The heat **bothered** the penguins.
3. The hippo **opened** his mouth.
4. Clouds were **gathering** in the sky.
5. The questions were **answerable.**
6. The trappers were **bartering** for supplies.
7. The boy **ordered** his dog to sit.
8. The mail carrier **delivered** my package.
9. Sheep were **wandering** in the hills.
10. The school had an important **visitor.**
11. Winter was **entering** its coldest month.
12. Rain soaked the **gardener.**
13. The old barn had **weathered** over the years.

LOOK AGAIN

MATCHO

Read and cover the first word in each line. Then write the other word in the line that is spelled the same as the first word.

1. opening	opening	opened	opener	open
2. entered	entering	enter	entered	enters
3. happened	happening	happen	happens	happened
4. deliverer	deliverer	deliverance	delivery	deliver
5. discovering	discovery	discover	discovering	discoverer
6. considered	consideration	considerable	considering	considered
7. bothered	bothers	bothering	bother	bothered
8. wanderer	wanderer	wandering	wandered	wander

LOOK AHEAD

WORD CHOICE

Add a suffix to either of the word choices to complete each sentence. Choose from the suffixes **ing, ed, er,** and **able.**

garden **wander**

1. Everyone is a _____ in that area.

discover **remember**

2. I _____ the mark on my paper.

deliver **charter**

3. Mom's company _____ a bus.

return **barter**

4. Joe _____ his marbles.

return **deliver**

5. The gift is _____ before Monday.

enter **visit**

6. Upon _____ there, I realized my error.

Compare the choices in each item. Do the word choices change the meaning of the sentences?

97

14. The idea needs careful **consideration.**
15. The group is **chartering** a bus.
16. No one knows the **discoverer** of the fire.
17. In some places **loitering** is against the law.
18. I have trouble **remembering** names.
19. The accident **happened** yesterday.
20. The woman was **wondering** about a raise.

Note: The /TH/ sound in **bother** and **gather** may be pronounced differently by some pupils. Some pupils will want to use a /d/ sound and a **d** spelling or even a /v/ sound and a **v** spelling for the voiced /TH/ sound. See page 4T for discussion.

Previously mentioned problems: the /v/ sound in **cover, deliver, discover** (page 16); the /i/ sound in **consider** and **visit** (page 12).

E

LOOK AGAIN

Matcho. Have pupils look at the first word on the left and identify the list word. Then have them compare the word with the other words in the same line. Ask: "Which word is the same?" Have pupils write the matching word and continue.

Supplementary Activity

Reusing Matcho. Discuss how the forms of the words differ. Have pupils use some of the words in oral sentences to show how the form of a word determines the way the word is used.

LOOK AHEAD

Word Choice. This activity shows that the meanings of words for a given sentence may be different but their forms are the same. Tell pupils that either word choice may be correct for each sentence but only one ending is correct. Have them read the directions and complete the activity independently.

Answers

LOOK AHEAD

1. loitering, wandering
2. discovered, remembered
3. delivered, chartered
4. returned, bartered
5. returnable, deliverable
6. entering, visiting

yes

Supplementary Activity

Riddles in a Riddle. This activity allows pupils to use the list words in a game context and provides practice in matching words and meanings. Read the following riddle aloud: "Where can you find a bank that has no money?"

Tell pupils that to find the answer to the riddle, they must follow directions. Read the following:

1. Find a word that means to be going into something. **(entering)** Circle the first letter. **(e)**
2. Find a word that means to have commanded. **(ordered)** Circle the second letter. **(r)**
3. Find a word that means to think about again. **(remembering)** Circle the first letter. **(r)**
4. Find a word that means to be a guest. **(visitor)** Circle the first letter. **(v)**
5. Find a word that means one who unearths new ideas, lands, or knowledge. **(discoverer)** Circle the second letter. **(i)**
6. Now take the five letters you have circled and arrange them in the right order to find the answer to the riddle. **(river)** You may need to read the riddle again.

Answers

1. correct
2. suggest
3. furnish
4. attack
5. expect
6. express
7. belong
8. interest
9. connect

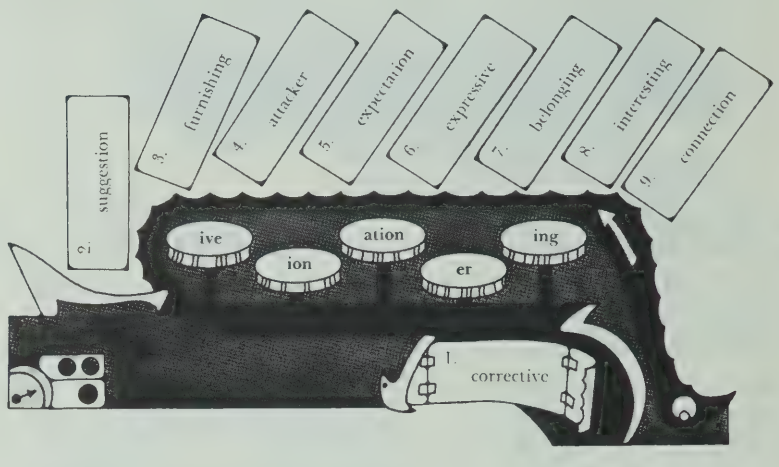
suffixes
vowel
V-C-C
no

25 PROGRAM THE COMPUTER

return

correct collect belong direct elect expect interest
finish object present protect report return suggest
attack express command connect prevent furnish

Decide which button should be punched to remove the suffixes from the words in the computer. On your paper, write the list words that come out.



Are the word parts on the computer buttons called prefixes or suffixes? Does each one begin with a vowel or a consonant? What letter pattern was at the end of the words you took out of the computer, C-V-C or V-C-C? To remove suffixes from the words, did you have to change the last consonant of each word?

98

Emphasis—Adding suffixes to words ending with the V-C-C pattern.

Additional Resources—Use Enrichment Activity 22: Double-Meaning Words.

A

Program the Computer. This activity shows that words ending with the V-C-C pattern do not double the final consonant when adding suffixes.

Ask pupils to tell how the computer in the picture is being used. (to remove suffixes) "What suffixes are being removed?" (**ive, ion, ation, ing,** and **er**)

Have pupils remove the suffixes from the words going into the computer and write the resulting list words.

Discuss the questions at the bottom of the page, leading to the understanding that words with the V-C-C pattern do not double the final consonant when adding suffixes. (*Note:* Be sure that pupils understand that the term "letter patterns" means the sequence of certain vowels and consonants.)

Supplementary Activity

Identify the Pattern. Write on the board (or duplicate) the following words. Call attention to the fact that each word has two consonants before the ending. Help pupils distinguish between words like **expressing** that have root words ending with the V-C-C pattern and *do not* double the final consonant and words like **forgetting** that have root words ending with the C-V-C pattern and *do* double the final consonant before adding an ending. Have pupils underline words that have root words with the V-C-C pattern.

1. confession
2. rebelling
3. caressing
4. blessed
5. upsetting
6. expelled
7. compelled
8. successful
9. inferred
10. snapping
11. regressing
12. excelling
13. propelled
14. excessive
15. obsession
16. admitting
17. progression
18. conferred
19. digression
20. submitted

ONE WHO DOES

The schwa endings **er** and **or** can be used to name one who does something. Someone who **teaches** is a **teacher.** Use forms of list words to show who is doing each of the activities below.

1. One who objects is an _____.
2. One who directs is a _____.
3. One who protects is a _____.
4. One who reports is a _____.
5. One who commands is a _____.

MATCH/WRITE

Write the list words that have similar meanings to the following words.

1. gather
2. stop
3. give
4. end
5. select
6. go back

Now use the words you just wrote to complete the sentences.

1. The salmon _____ each spring to the river.
2. I will _____ reading the book today.
3. Scientists want to _____ diseases from occurring.
4. Who will _____ the prize to the winner?
5. The science class went to _____ leaves.
6. The citizens went to the polls to _____ a new mayor.

return

Words that end with the V-C-C pattern do not double the final consonant when adding endings.

99

Answers

1. objector
2. director
3. protector
4. reporter
5. commander

---

1. collect
2. prevent
3. present
4. finish
5. elect
6. return

1. return
2. finish
3. prevent
4. present
5. collect
6. elect

B

One Who Does. Remind pupils that the /ər/ sound at the end of a word often indicates the name of someone who does something, such as an **aviator** or a **teacher.** Have pupils read the sentences and fill in the blanks with words that name people who do things. When the activity is finished, discuss the answers with pupils. Point out that when the /ər/ sound occurs at the end of a word that refers to someone who does something, it can be spelled **er** or **or.**

Match/Write. Have pupils find and write list words that are similar in meaning to the words in the first part of the activity. Then have them use the same list words in the sentences that follow.

Formula. Have someone read aloud the formula and tell how it applies to the key words.

Supplementary Activity

Riddles in a Riddle. This activity allows pupils to use the list words in a game context and provides practice in matching words and meanings.

Read the following riddle aloud: "What lives in winter, dies in summer, and grows with its root sticking upward?"

Tell pupils that in order to find the answer to the riddle, they must follow directions. Read each of the following:

1. Find a list word that means to make something right. **(correct)** Circle the first letter. **(c)**
2. Find a list word that means to join or fasten together. **(connect)** Circle the first letter. **(c)**
3. Find a list word that means straight. **(direct)** Circle the second letter. **(i)**
4. Find a list word that means to complete. **(finish)** Circle the second letter. **(i)**
5. Find a list word that means to choose carefully. **(elect)** Circle the second letter. **(l)**
6. Find a list word that means to make known or to utter. **(express)** Circle the first letter. **(e)**
7. Now take the six letters you have circled and put them in the right order to get the answer to the riddle. **(icicle)**

Answers

1. u, e
2. se
3. os
4. as
5. as

---

1. lettuce
2. purpose
3. purchase
4. compass
5. canvas

C

WRITE AND REVIEW

Point out the similar beginning strokes in capitals **G** and **S** and the boat ending in capitals **G, S,** and **B.** Then have pupils practise each letter.

G—Number Count: 1-2-3-4
—Descriptive Count: 1. Curve up and loop around. 2. Curve up. 3. Curve down and around (to the left). 4. Swing out.

S—Number Count: 1-2-3
—Descriptive Count: 1. Curve up and loop down. 2. Slant down and around (past the beginning stroke). 3. Swing out.

B—Number Count: 1-2-3-4
—Descriptive Count: 1. Straight slant down. 2. Back up again (retracing the down-stroke) and around to the right. Then make a tiny loop. (This horizontal loop does not touch the up-stroke.) 3. Down and around (until you just touch the up-stroke). 4. Swing out in a boat ending.

Have pupils copy the sentence and check to be sure their letters slant to the right. Then ask them if a spelling change would have been made if **collected** rather than **collect** had been used in the sentence. (no) Review that words that end with the V-C-C pattern do not double the final consonant when adding endings.

Misfits. The focus is on the final /is/ sound in item 1 and /əs/ in items 2 through 5. They show no consistent spelling pattern.

Fill in the Misfits. Read the directions and then allow pupils to work independently. Have them read the completed sentences and spell the answers aloud.

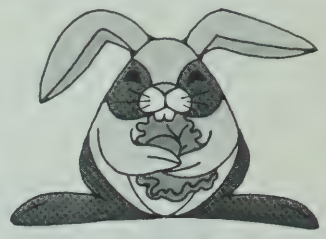
WRITE AND REVIEW

Practise each letter.

G *S* *B*

Copy the sentence. Your letters should slant to the right.

Bill likes to collect stamps from Greece, Spain, and Brazil.



MISFITS

Read the clues and name the missing letters.

1. lett____c____ plant used in salads
2. purcha____ to buy
3. purp____e a plan
4. canv____ strong cloth used to make tents
5. comp____s instrument for showing directions

FILL IN THE MISFITS

Use the misfits to fill in the sentences.

1. Feed the rabbit _____.
2. Their _____ is to ride to the sea.
3. They will _____ a bike.
4. Their _____ should stop them from getting lost.
5. The tent is made out of heavy _____.

100

D

Unit 25 Quiz

1. Medicines **prevent** diseases.
2. Ants **collect** food for winter.
3. The scientists had been **correct.**
4. The car couldn't **finish** the race.
5. Couplings **connect** the cars of a train.
6. The tiger was ready to **attack.**
7. The robot moved on **command.**
8. Metal plates **protect** a tank.
9. Our class will **present** a play.
10. The dishes **belong** in the cabinet.
11. A police officer will **direct** traffic.
12. Fossils **interest** anthropologists.
13. The passenger bought a **return** ticket.
14. The man did not **report** to work.
15. Some ideas are hard to **express.**
16. The team will **elect** its captain.
17. Students must **furnish** their own pencils.
18. The fans **expect** a good game.
19. Ray saw a strange **object** in the sky.
20. Falling leaves **suggest** the coming of autumn.

Note: There is an assortment of previously mentioned problems: the **ll** grapheme in **collect** (page 24); the

LOOK AGAIN

COMPLETE THE CHART

Read each of the words printed in the chart. Complete the chart by writing words that belong in the blanks.

Root Word	Root + ion	Root + ive	Root + ing
subject	subjection	subjective	subjecting
1. collect	collection		
2. object		objective	
3. protect			protecting
4. elect			
5. correct			
6. direct			
7. connect			
8. suggest			
9. prevent			
10. express			

COMPUTER REJECTS

The computer rejected the cards because of misspelled words. What should be changed to correct the cards? Write the correct words on your paper.

1. presentting
2. attackker
3. commandding
4. reportter
5. expectting
6. interestting
7. furnishhing
8. belongging

LOOK AHEAD

ADD THE PREFIXES

See how many new words you can make by adding the following prefixes to list words.

re dis
in un

FIND AND SCORE

Going from left to right, see how many words you can find in the word **preventative**. Give yourself a point for each letter in each word you make.

101

Answers

LOOK AGAIN

1. collective, collecting
2. objection, objecting
3. protection, protective
4. election, elective, electing
5. correction, corrective, correcting
6. direction, directive, directing
7. connection, connective, connecting
8. suggestion, suggestive, suggesting
9. prevention, preventive, preventing
10. expression, expressive, expressing

---

1. presenting
2. attacker
3. commanding
4. reporter
5. expecting
6. interesting
7. furnishing
8. belonging

LOOK AHEAD

Answers will vary.

Answers will vary.

schwa sound in **command, direct,** and so on (page 64 and page 5T); the /i/ sound in **furnish, finish, interest** (page 12); the /j/ sound in **suggest** and **object** (page 60).

E

LOOK AGAIN

Complete the Chart. Call attention to the three parts into which the chart is divided. Have pupils copy the chart on their papers and complete the blank spaces with the correct word forms.

Computer Rejects. Explain to pupils that the computer could not process the words shown in the activity because they did not match those in the computer's "memory bank." Have pupils read the directions and write the words correctly.

LOOK AHEAD

Add the Prefixes. This activity shows that prefixes can be added to the list words to make new words. Have pupils read the directions and complete the activity independently.

Find and Score. Write the word **preventative** on the board and have pupils find the words **rent** and **vent.** Point out that it is possible to skip letters as long as the left-to-right sequence is maintained. Have them complete the activity.

Supplementary Activity

Identify the Prefix. This activity helps pupils discriminate between prefixes and what might appear to be prefixes. Pronounce the words below and have pupils tell whether or not they begin with a prefix. (*Note:* You may wish to make this a written activity instead. If so, have pupils write the words and circle the words with prefixes.) Words that begin with prefixes are in heavy type.

1. **profile**
2. realize
3. **inflict**
4. **disclose**
5. interest
6. prone
7. **replenish**
8. dishes
9. uncle
10. **unable**

Answers

wharves
sheep
calves
fish
loaves
trousers
knives
scissors
clothes
shelves
thieves

more than one
/z/ sound, yes

26 FIGURE OUT THE SCENE

wife wives

calves wharves halves themselves shelves
wolves leaves loaves knives lives wives
thieves

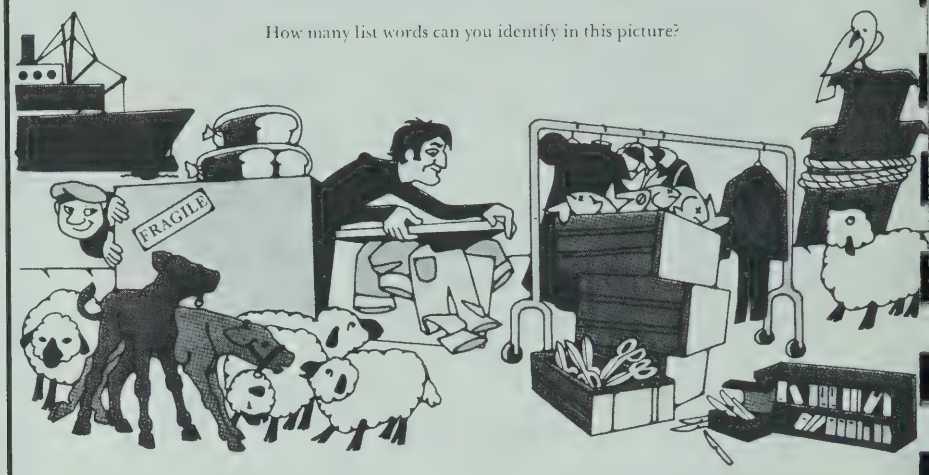
deer

fish deer sheep elk

clothes scissors

trousers scissors clothes tweezers

How many list words can you identify in this picture?



Look at the words you wrote. Do they name one thing or more than one? Words that name more than one thing are called **plurals.**
Say the words you wrote. What sound ends the words ending in **es**? Look at the picture again. Do you see any other plural names?

102

Emphasis—Plural forms ending in **s, es,** and **ves;** the /s/ or /z/ sound spelled **es** or **s;** and words that stand for both singular and plural forms.

Additional Resources—Use Enrichment Activity 23: Tic-Tac-Toe.

A

Figure Out the Scene. This activity shows that the plural forms of some words end in **ves** and **s,** whereas the plural forms of other words are the same as the singular forms.

Call attention to the wharf scene. Ask: "What kind of people do you think are standing about the wharf?" If the list word **thieves** is given in response to this question, ask: "What makes you think they are thieves?" Suggest to pupils that we often unfairly project our own ideas about who or what people are, based solely on their dress or appearance. Point out that there is no real evidence that the people are thieves.

Next ask: "Do you see many things that would require a plural form in order to be properly identified?" Have pupils name persons or things in the picture and then have them read the directions and write the list words that identify them. After the words are written, discuss the questions at the bottom of the page.

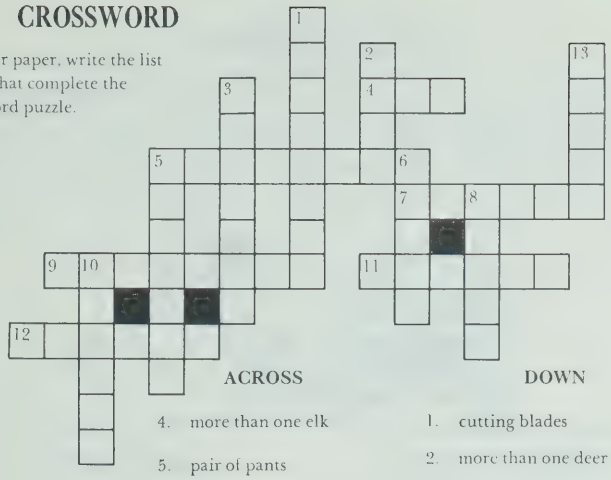
Supplementary Activities

Taking a Second Look. Have the pupils silently read the three groups of list words. Ask: "How are these words all alike?" (They are all plurals.) Call attention to the words **wife** and **wives** at the top of the first word group. Have someone describe how the plural of **wife** was made. (by changing **f** to **v** and adding **es**) Next call attention to the word **deer** at the beginning of the second word group. Ask: "What is the plural of **deer**?" Lead pupils to see that **deer** is both the singular and plural form. Then call attention to **clothes** and **scissors** and ask: "What are the singular forms of these words?" Help pupils see that some words lack a singular form and are used only in the plural.

Plural to Singular. Read aloud each plural form written for the exercise and ask someone to write its singular form on the board. As the single forms are written, compare them with the plurals. Call attention to the fact that in making plurals, the letter **s** was not enough. (*Note:* The plural of **wharf** can be **wharfs** or **wharves.**)

CROSSWORD

On your paper, write the list words that complete the crossword puzzle.



ACROSS

4. more than one elk
5. pair of pants
7. two of them make $1.00
9. metal device used to pull splinters
11. many grow on trees
12. baby cows

DOWN

1. cutting blades
2. more than one deer
3. things to wear
5. Ali Baba had forty of them
6. more than a single sheep
8. a cat has nine
10. dog-like wild animals
13. married women

wife wives	In some words that name one thing, the f changes to v to form the plural.
clothes scissors	The /z/ sound at the end of plural words may be spelled es or s.
deer	Some words stand for both one thing and more than one thing.

Answers

ACROSS

4. elk
5. trousers
7. halves
9. tweezers
11. leaves
12. calves

DOWN

1. scissors
2. deer
3. clothes
5. thieves
6. sheep
8. lives
10. wolves
13. wives

B

Crossword. You may wish to duplicate the puzzle layout and give a copy to each pupil. Have pupils read the clues and complete the puzzle with list words.

Formulas. Select a pupil to read each formula aloud and tell how it applies to the key words. Relate each formula to a group of the list words.

Supplementary Activity

Taking a Second Look. Have pupils look at the words they wrote for items 2, 4, and 6 in the crossword puzzle. Ask: "Which formula do the words follow?" Lead pupils to see that the words **elk, deer,** and **sheep** are words that stand for both one thing and more than one thing.

Next ask pupils to find the words that they wrote for items 1, 3, 5, and 9. (**scissors, clothes, trousers,** and **tweezers**) Have pupils pronounce each word and listen for the /z/ sound at the end of each one. Emphasize that the letter **z** does not appear, however. Thus, **s** can stand for the /z/ sound. Ask: "Which word spells the /z/ sound with **es**?" (**clothes**) "Which word with **s**?" (**trousers, tweezers,** and **scissors**)

Ask: "Which of the words follow the first formula?" (**halves, calves, thieves, lives,** and **wolves**)

Answers

1. halves
2. thieves
3. sheep
4. deer
5. fish

---

1. o
2. o
3. ot
4. ot
5. ot

ot
/ət/

---

1. pilot
2. parrot
3. carrot
4. ballot
5. riot

C

WRITE AND REVIEW

Review the Six Basic Handwriting Skills: size, slant, shape, spacing, sitting on the base line, and style. Encourage pupils to use these skills when they are completing the handwriting exercises.

When pupils have finished the second exercise, guide them in checking their answers. Then ask them to name the root of each of the first two answers. (**half, thief**) Review that in some words that name one thing, the **f** changes to **v** to form the plural. Point out that the remaining answers are examples of words that stand for one thing and more than one thing.

Misfits. The focus is on the final /ət/ sound spelled **ot.** If necessary, define the word **ballot.**

Analogies. First make sure that pupils understand the principle of analogy. Review the Analogies exercise on page 88, if necessary.

Then read the analogies and help pupils complete them. Ask them to explain the relationships in each analogy.

WRITE AND REVIEW

Copy the sentence. Check your writing for the Six Basic Handwriting Skills.

Two halves make a whole.

Write the list words that rhyme with the words below.

1. calves 2. leaves 3. keep 4. cheer 5. dish

MISFITS

Read the clues and name the missing letters.

1. parr____t — kind of bird
2. pil____t — person who flies planes
3. carr____ — kind of vegetable
4. ri____ — wild, public disorder
5. ball____ — paper used in voting

What two letters end each word?

What sounds do they stand for?

ANALOGIES

Use the misfits to complete the analogies.

1. driver : cab : : _____ : plane
2. _____ : birds : : beagle : dogs
3. meat : beef : : vegetable : _____
4. _____ : voting : : paper : writing
5. police officers : _____ : : fire fighters : fire

104

D

Unit 26 Quiz

1. The bear caught several **fish.**
2. The cook sharpened his **knives.**
3. The farmer sheared his **sheep.**
4. Mud splattered on her **clothes.**
5. The barber dropped her **scissors.**
6. Father baked several **loaves** of bread.
7. Ranchers hunted the **wolves.**
8. Books were placed on the **shelves.**
9. The Indians stalked the **deer.**
10. Police officers cornered the **thieves.**
11. Hamsters clean **themselves.**
12. **Tweezers** were used to remove the splinter.
13. The tree had yellow **leaves.**
14. The incident affected many **lives.**
15. Rats infested the **wharves.**
16. The cowboys branded the **calves.**
17. The sailors were met by their **wives.**
18. Two **halves** make one whole.
19. The game warden counted the **elk.**
20. The clown wore baggy **trousers.**

Note: Previously mentioned problems: the /v/ sound in many words (page 16); the /sh/ sound in **shelves, fish,** and so on (page 20); the /TH/ sound in **clothes, themselves** (page 96).

LOOK AGAIN

MATCHO

Read and cover the first word in each line. Then write the word in the line that is spelled the same as the first word.

1. calves	caves	calves	calf	coves	calls
2. deer	dear	deep	deer	does	deeds
3. clothes	clothe	clothes	close	cloth	cloves
4. loaves	loaf	leaves	loaves	loves	loafers
5. elk	elves	else	welts	elk	yelps
6. shelves	shelf	shelves	sheaves	selves	shields
7. wolves	wolf	woofs	wove	wools	wolves

Identify the word in each line that names one thing.

LOOK AHEAD

WRITE THE PLURALS

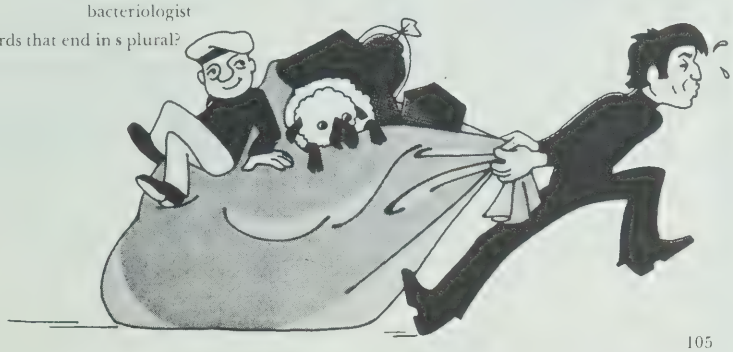
Write the words that are plurals.

woman's	women
medium	media
child's	child
crisis	crises
bacteria	bacteriologist

Are all words that end in s plural?

EXPLAIN THE SITUATION

Write a story about what is happening in the picture on page 102. Compare stories in class. Why do you suppose they are different?



Answers

LOOK AHEAD

bacteria
women
media
crises

no

Answers will vary.

E

LOOK AGAIN

Matcho. Have pupils read the first list word on the left and compare it with other words in the same line. Ask: "Which word is the same?" Have pupils write the matching word and continue.

Supplementary Activity

Reusing Matcho. Have pupils find all the words in Matcho that end in **s.** Then beginning with the first line, have pupils discuss each word, asking: "Is this word a plural form? Which formula on page 103 does it follow?" Some words, such as **calls** and **loves,** may not be immediately recognizable as plurals. Point out that they can be both plural forms and verb forms. Have words that can be plurals and verbs used in a sentence to illustrate each use.

LOOK AHEAD

Write the Plurals. This activity shows that some plurals do not end in **s.** Have pupils read the directions and complete the activity independently. Discuss the question when pupils have finished.

Explain the Situation: Have pupils return to the picture on page 102 and discuss what is happening. Ask: "Have you ever been to a wharf? What was it like? What kinds of things could you see and smell and hear? What were the people like? What do the people in the picture look like? How would you describe them?"

Help pupils develop a short plot about what is happening in the picture. Then allow time for a story to be written in class or assign it as outside work.

Answers

1. eighth
2. eighty
3. eighteen
4. neigh
5. height
6. neither
7. either
8. vein
9. reign
10. mischievous
11. achieve
12. diet

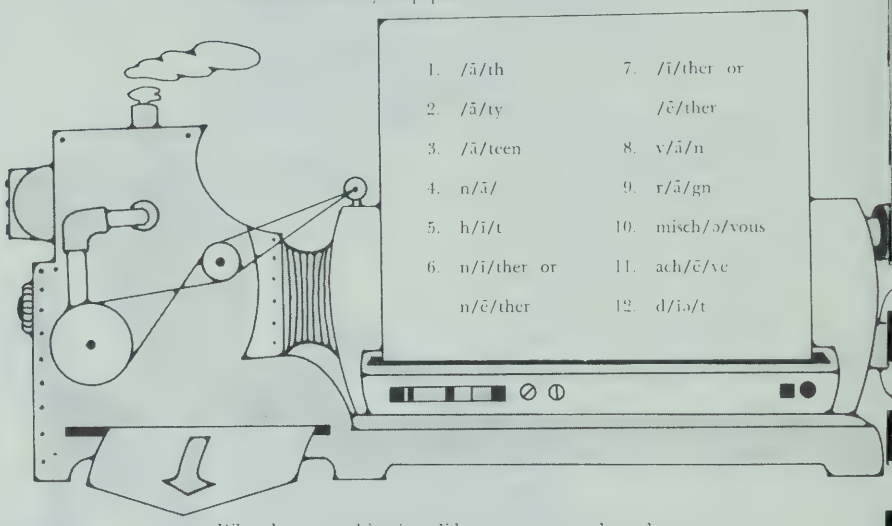
eigh, ie, ei

27 PROGRAM THE COMPUTER

achieve — view diet quiet handkerchief mischief mischievous achieve

seize — foreign foreigner reign their eighty eighteen eighth neigh vein seize either neither height

The computer is confused. It used dictionary respellings for some sounds in the words instead of using the real spellings. Decide what letter combinations are needed to replace the dictionary respellings and make list words. Write the words on your paper.



What letter combination did you use to replace the dictionary respelling in items 1 to 5? **eigh ie ei**
in items 10 to 12? **ie ei**
in items 6 to 9? **ie ei**

106

Emphasis—The letter combinations **ie** and **ei.**

Additional Resources—Use Enrichment Activities 24 and 25: **IE-EI** Crossword and Tongue Twisters.

A

Program the Computer. This activity shows that **ie** and **ei** can stand for several sounds.

Remind pupils that a computer is a machine that works like a human brain, and like a human brain, it sometimes gets confused. Ask pupils to tell how the computer on this page is confused. (It is using respellings in place of certain real spellings.) Ask: "What are the real spellings?" Have pupils substitute letters for the sounds and write the resulting words.

Discuss the questions at the bottom of the page. Lead to the understanding that the letter combinations **ie** and **ei** can stand for either the /ē/ sound, the /ā/sound, the /ī/ sound, or the /ə/ sound. (*Note:* When the letter combination **ie** is split, as in **diet,** the /ī/ sound is represented by the letter **i,** and the /ə/ sound by the letter **e.**)

Supplementary Activity

***When* e *Comes Before* i.** Pronounce the words **achieve** and **chief** and have pupils identify the /ē/ sound. Write the words on the board and underline the **ie** letter combinations. Next pronounce the words **receive** and **receipt** and again have the /ē/ sound identified. Write the words on the board and underline the **ei** letter combinations. Point out that the vowel sound is the same in each of the four words but that, because the /ē/ sound is immediately preceded by a **c** in **receive** and **receipt,** it is spelled **ei.** Contrast this with **chief** and **achieve** where the **c** does not immediately precede **ie** and where the **i** then comes before **e.**

Write **vein** and **neigh** on the board. Have pupils pronounce the words and identify the /ā/ sound. Ask: "What letters stand for this sound?" (**ei**) Ask pupils to find list words in which **ei** stands for the /ā/ sound. Point out that in **seize, neither,** and **either, ei** stands for the /ē/ sound.

Point out that in a few cases, **ei** teams up with **gh** to stand for the /ā/ sound, as in **eight.**

WORD FORMS

Say the words. Then write the words that make sense in the sentences

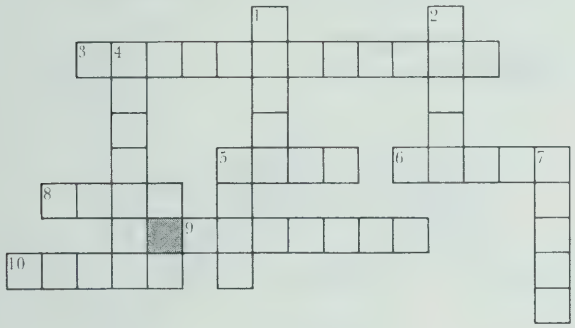
foreign	foreigner

mischief	mischievous

1. Have you visited any _____ countries?
2. Terry always seems to get into _____.

CROSSWORD

On your paper, write the list words that complete the crossword puzzle.



ACROSS

3. cloth tissue
5. blood vessel
6. belonging to them
8. to lose weight
9. not one or the other
10. calm

DOWN

1. take
2. whinny
1. accomplish
5. watch
7. rule

achieve
seize

Usually i comes before e in words in which the two letters appear together. Sometimes the e comes before the i.

107

Answers

1. foreign
2. mischief

ACROSS

3. handkerchief
5. vein
6. their
8. diet
9. neither
10. quiet

DOWN

1. seize
2. neigh
4. achieve
5. view
7. reign

B

Word Forms. This activity provides practice in choosing the correct word form for a given sentence.

Remind pupils that root words can be developed into different forms that can be used in different ways. Discuss the spellings and meanings of the word forms for each sentence. Then have them write the word that belongs in each blank.

Crossword. You may wish to duplicate the puzzle layout and give a copy to each pupil. Have pupils read the clues and complete the puzzle with list words.

Formula. Select someone to read the formula aloud and tell how it applies to the key words. (*Note:* Emphasize that **i** usually comes before **e** except when directly preceded by **c** or when standing for the /ā/ sound. Then **e** comes before **i.** The other cases, such as **forfeit, weird, leisure,** and so on, are words that should be learned as exceptions.)

Supplementary Activities

Using Word Forms Again. Have pupils pronounce the two words, **foreign** and **foreigner,** in the first word groups. Ask: "How are the sounds of the words different?" (**Foreigner** ends with the /ər/ sound.) "How is the /ər/ sound spelled?" (**er**) "How do the meanings of the two words differ?" (**Foreign** is used to describe someone or something alien to the place or situation under consideration; a **foreigner** is someone who is alien.) Have someone demonstrate the meanings of the words by reading aloud the sentences in Word Forms. Continue in the same way with the other words.

Using Crossword Again. Tell pupils that five of the words they wrote for the puzzle have homonyms. Have them look at the answers for the puzzle and tell which have homonyms. Then select individuals to name the homonyms. (**vein—vane, vain; their—there, they're; seize—seas; neigh—nay; reign—rain**)

Answers

1. a
2. a, e
3. ate
4. ate
5. ate

ate
/it/

---

private
climate
pirate
delicate

WRITE AND REVIEW

Keep a space the width of a small o between your words.

The foreigner is from India.

Copy the sentence. Then check the spacing between the words.

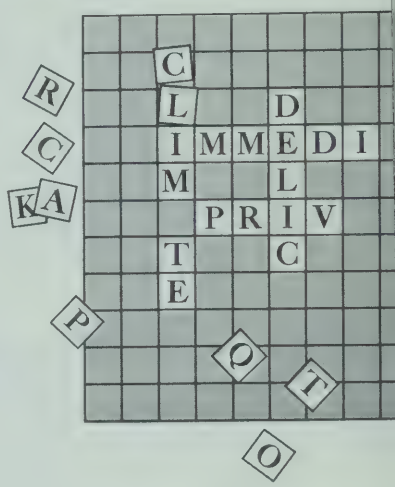
The foreigner is a quiet man dressed in colourful robes.

MISFITS

Read the clues and name the missing letters.

1. clim____te — kind of weather
2. pir____t____ — robber on the sea
3. delic____ — needing careful handling
4. immedi____ — without delay
5. priv____ — antonym of **public**

What three letters end each word?
What sounds do they stand for?



FIND THE MISFITS

Arrange the letters to spell four misfits.

a t e i r p l d e c m v

108

C

WRITE AND REVIEW

Have the sentence at the top of the page read aloud. Stress that the spacing between words in a sentence makes the sentence easier to read and contributes to the neatness of the writing.

Have pupils copy the second sentence and check the spacing between the words. Have them also check to be sure they place the **e** before **i** in the list word **foreigner.** Stress that although **i** usually comes before **e** in words in which the two words appear, sometimes the **e** comes before the **i.** Have pupils name other list words in which **e** comes before **i.**

Misfits. The focus is on final **ate** pronounced /it/.

Find the Misfits. Read the directions and then ask pupils to find the words. Have them correct their written work by spelling their answers aloud. (*Note:* Some letters must be used more than once.)

Supplementary Activity

Root Words. Write the following words on the board and instruct pupils to write the root words on their papers: **unfortunate, duplicates, obstinately, inadequately,** and **separately.** Then ask them to identify the prefixes and suffixes.

Point out that the final syllable in **separate** and **duplicate** may be pronounced /āt/. Write sentences illustrating the different meanings of each word on the board. Emphasize that although the words have two possible pronunciations, they have only one spelling.

D

Unit 27 Quiz

1. The elves were full of **mischief.**
2. We bought a **foreign** car.
3. The giraffe was **eighteen** years old.
4. The audience became **quiet.**
5. The princess was a **foreigner.**
6. The game was in the **eighth** inning.
7. A ship came into **view.**
8. **Neither** person was to blame.
9. Judges measured the **height** of the jump.
10. The actors practised **their** lines.
11. The nervous horse began to **neigh.**
12. Without work, success is hard to **achieve.**

LOOK AGAIN

IDENTIFY THE PATTERN

Make a card with **ie** on one side and **ei** on the other. When your teacher says a list word, identify the pattern by holding up the side that spells the **ie** or the **ei** pattern.

WHICH WORD?

Which words make sense in the sentences below?

1. rain reign

   The queen's _____ lasted twenty years.

2. neigh nay

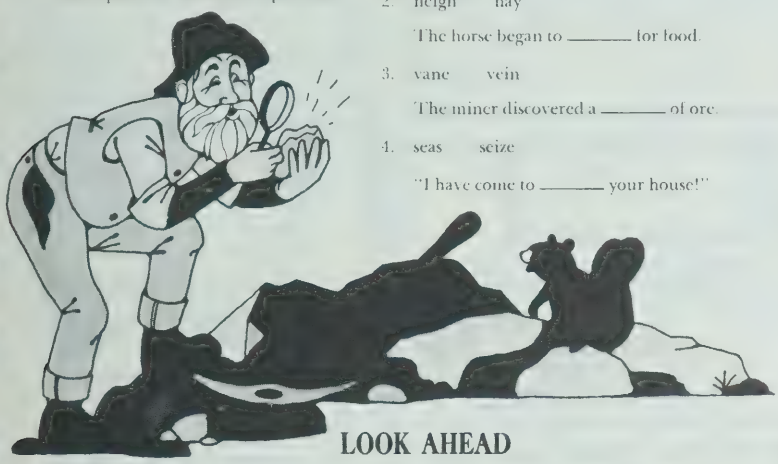
   The horse began to _____ for food.

3. vane vein

   The miner discovered a _____ of ore.

4. seas seize

   "I have come to _____ your house!"



LOOK AHEAD

FIND AND SCORE

Going from left to right, see how many words you can find in the word **foreigner**. Give yourself a point for each letter in each word you make.

STORY SETTINGS

Use as many list words as you can to write a story for either of these settings.

Person:	tourist		Person:	mischievous child
Place:	foreign country	or	Place:	docks
Thing:	ruined castle		Thing:	unlocked boat

13. The enemy waved a white **handkerchief.**
14. The patient was on a liquid **diet.**
15. The woman was **eighty** years old.
16. The **mischievous** boys were punished.
17. There was peace during the king's **reign.**
18. Frogs sat on **either** side of the pond.
19. The mine had a rich **vein** of gold.
20. The pirates tried to **seize** the cargo.

Note: Previously mentioned problems: the /v/ sound (page 16); the /i/ sound of **ie** and **ei** graphemes may be spelled **ee** or **ea**; the voiced /TH/ sound in **their, either,** and **neither** (page 96); the unvoiced /th/ sound in **eighth** (page 32).

E

LOOK AGAIN

Identify the Pattern. Have pupils read and follow the directions. Then pronounce list words at random and have pupils hold up the side of the card showing the correct spelling of the **ie-ei** letter combinations. If there are incorrect responses, follow the corrective procedure outlined on page 17.

Which Word? This activity helps pupils discriminate between homonyms within a given context.

Have pupils complete each sentence with the correct homonym. After the sentences are complete, go over the answers and let pupils check their own work.

Answers

LOOK AGAIN

1. reign
2. neigh
3. vein
4. seize

LOOK AHEAD

Answers will vary.

Answers will vary.

Supplementary Activity

More Patterns to Identify. Pronounce the following nonlist words and have pupils listen to the vowel sound of the key letters and hold up the card that shows how the vowel sound is spelled.

receive	field
feign	freight
sleigh	receipt
believe	lie
deceive	relieve

LOOK AHEAD

Find and Score. Write the word **foreigner** on the board and have pupils find **for** and **fog.** Point out that it is possible to skip letters as long as the left-to-right sequence is maintained. Have them complete the activity.

Story Settings. Have pupils identify the person, place, and thing in the first setting. Discuss who the tourist is, where he or she is from, what happens when he or she visits the castle, and in which foreign country the story takes place. Help them develop a plot for the setting and then discuss the second setting in the same way. Allow time for pupils to write the stories in class or assign them as homework. Remind pupils to use list words.

Answers

A. yes
B. no
C. no
D. no
E. yes
F. no

28 REVIEW

FIVE BLOCK REVIEW

In this game, there are seventeen blocks from beginning to end. But if you know when to double the final letter of a word when adding an ending, you can finish in five. Follow the directions.

1. Read the words in the top line of block A.
2. Ask yourself, "Do you double the final letter of either word in the block when adding an ending beginning with a vowel?"
3. Write yes or no on your paper.
4. Look at block A again. Next to both yes and no is a letter. Look at the letter next to your answer. Go to the block labelled with that letter and continue.

A. control permit
yes G no I

B. You're doing fine. Try:
surprise excuse
yes K no Q

C. elected finishing
Words that end with the V-C-C pattern do not double the final consonant when adding an ending beginning with a vowel. Try:
command prevent
yes M no E

D. battled decision
Do not double the final vowel. Drop the final vowel when adding an ending beginning with a vowel. Try:
invite write
yes O no Q

E. You're right. Try:
submit rebel
yes B no H

F. equipping expelled
Double the final consonant. Try:
cover visit
yes L no G

110

Emphasis—Review of Units 21 through 27.

Additional Resources—Use Enrichment Activity 26: Card Match.

A

Note: Review Unit activities can be completed in four teaching periods.

Five Block Review. This activity reviews adding endings to words ending with final e (V-C-e), introduced in Unit 22; words with the C-V-C pattern, discussed in Units 23 and 24; and words with the V-C-C pattern, introduced in Unit 25.

Before beginning the review, you may wish to discuss spelling patterns and how they affect the addition of endings to words. Ask: "Which is the only pattern where the final consonant is doubled?" (C-V-C) "What determines whether or not the final consonant is doubled?" (the suffix beginning with a vowel or the final syllable being accented)

Remind pupils that many words end with a final **e.** Discuss the fact that the final **e** is usually dropped before adding endings beginning with a vowel. Ask: "Suppose the endings **ly** or **ment** were to be added to words ending in final **e.** Would the **e** be dropped?" (No; **ly** and **ment** begin with consonants.)

Have pupils read the directions for Five Block Review. Go over each of the four steps orally with pupils, making sure they understand how to proceed from box to box. Remind anyone who is confused that the game was played in Units 12 and 20. Emphasize that each answer should be written.

Have pupils complete the activity. You may wish to determine the average score for your class and allow them to compare their individual scores with the group average.

Supplementary Activities

Reusing the Units. If your pupils need extra review, you may wish to have them return to the individual units.

Have pupils review pages 86 and 90. In reviewing each page, point out that a "reaction" occurs in the third

G. You're right. Now try:
elect finish
yes C no E

H. submitting rebellion
Double the final consonant. Try:
present connect
yes P no B

I. controlling permitted
When endings beginning with vowels are added to words ending with C-V-C, the final consonant usually doubles. Try:
equip expel
yes E no F

J. chartered delivering
Do not double the final consonant when the final syllable is not accented. Try again:
elect finish
yes C no E

K. surprising excusing
Both words end in vowels. When words end with e, the e is dropped when adding endings beginning with vowels. Try:
battle decide
yes D no Q

L. covered visitor
Do not double the final consonant in words ending in C-V-C when the first syllable is not accented. Try again:
control permit
yes G no I

M. commander prevention
Do not double the final consonant. Try:
charter deliver
yes J no G

N. omitting referred
Double the final consonant. Try again:
submit rebel
yes B no H

O. inviting celebrating
Do not double the final e. Try again:
surprise excuse
yes K no Q

P. presented connection
Do not double the final consonant. Try:
omit refer
yes B no N

Q. You're finished. How many blocks did you use?
Perfect score: 5

111

Answers

G. no
H. no
I. yes
J. no
K. no
L. yes
M. no
N. yes
O. no
P. yes

test tube as a result of combining the words in the first tube with the endings in the second. Discuss the dropping (or "dissolving") of the final e on page 86 and the doubling of the final consonant on page 90. In discussing the cause of the reaction on page 86, note that all the endings begin with a vowel. In discussing the cause of the reaction on page 90, note that the accent in each root word is on the final syllable.

Compare the C-V-C pattern in the words on page 90 with the C-V-C pattern in the words on page 94. Point out the key words on each page and call attention to the fact that the final consonant is not doubled before adding endings to the words on page 94. Have pupils pronounce the key words to see if they can hear anything different about the way they are accented. Lead to the conclusion that only when the accent is on the final syllable is the final consonant doubled.

Next have pupils turn to page 98 and read the key word. Tell them that this word and the other words on the page do not require doubling or dropping the final letter before adding an ending. Ask: "Can you tell why?" Lead them to see that each word ends with the V-C-C pattern. Point out the four endings on the computer's buttons and call attention to the way the words look when they come out of the computer. Ask: "Did the computer double or drop a letter before adding the endings to these words?" (no) Lead to the conclusion that words ending with the V-C-C pattern do not double or drop final letters before adding endings.

Word Bingo. You may wish to have pupils make word cards and play Word Bingo. See directions on page 47.

Patterns and Endings. Select words at random from the list words in Units 22, 23, 24, and 25. Write the root word on the board and select someone to identify the pattern and add the ending that makes the list word.

Answers

thieves
wives
knives
loaves, leaves

shelves, clothes
sheep
trousers

---

scarves
wolves
halves
selves
jackknives
sheep

UNFINISHED POEMS

Complete the poems by changing the words in heavy type to their plural forms. Then read the poems aloud.

LIMERICKS

A gaggle of bungling **thief**
Stole the biggest tree of the trees.
Their furious **wife**,
Waving twenty-four **knife**,
Had sent them for **loaf**, not for **leaf**.

Twelve brothers whose taste was absurd
Lined **shelf** wearing **cloth** that were furred.
From the skin of the deer
And the **sheep** they would shear;
In **trouser** they're seen as a herd!

FORM THE PLURALS

Read the two formulas. Then write the plurals of the words listed below.

wife
wives

In some nouns, the **f** changes to **v** to form the plural.

deer

Some words stand for either one thing or more than one thing.

scarf wolf half self jackknife sheep

B

Unfinished Poems. This activity reviews three plural forms introduced in Unit 26: (1) plurals formed by changing **f** to **v** and adding **es**, (2) plurals formed by adding **s** or **es** to root words, and (3) plurals that are the same as the singular form. Remind pupils that the plurals of words can be formed in several ways. Discuss the three ways enumerated above. Then have them read the directions and complete the activity. After the key words have been changed to their plural forms, have someone read the poem aloud. You may wish to discuss the changes, if any, that were necessary to form the plural of each word.

Form the Plurals. This activity reviews plurals made by changing **f** to **v** and adding **es** and words that stand for one thing or more than one thing. Have pupils silently read the two formulas aloud and then pronounce the words below the formulas. Ask: "Which words follow the first formula? The second?" (*Note:* All words except **sheep** and **half** are nonlist words.)

Supplementary Activity

Practice. Read each sentence aloud. Write the underlined word on the board and select someone to change it to its correct form. (Answers are in parentheses.)

1. The guests helped themself (themselves) to refreshments.
2. The life (lives) of the people on the damaged plane were in danger.
3. All the sheep (sheep) are grazing in the pasture.
4. I need five shelf (shelves) to put my sweaters on.
5. How many wife (wives) will be coming to the meeting?
6. The ten loaf (loaves) of bread were not enough.
7. Our farm has two new calf (calves).
8. The leaf (leaves) will have to be raked before we go.
9. We bought three knife (knives) at the store.
10. Two thief (thieves) entered the bank and stole the money.

C

Place the Sound. This activity reviews the **ei** and **ie** letter combinations, introduced in Unit 27.

Have pupils read and follow the directions, making the four columns on their papers. After they have completed the activity, discuss the fact that in **quiet** and **diet**, the **ie** letter

PLACE THE SOUND

The **ie** and **ei** letter combinations can stand for several sounds. Write /ē/, /i/, /ā/, /ī/ as headings on your paper. Place the words that are given here under the correct heading. Not all the words will be used.

forfeit	quiet	tie
ceiling	chief	diet
belief	lie	skein

LINE UP THE WORD PARTS

Combine the suffixes with the complete words. Write the words that result.

busy	+	er
crazy	+	est
shiny	+	er
happy	+	est
friendly	+	est
lucky	+	er
lovely	+	est
jolly	+	er
early	+	er

113

Answers

/ē/ ceiling, belief, chief
/i/ forfeit
/ā/ skein
/ī/ lie, tie

---

busier
craziest
shinier
happiest
friendliest
luckier
loveliest
jollier
earlier

combination is split. In each word, **i** stands for the /ī/ sound, and **e** stands for the /ə/ sound. Therefore, neither word is used in the activity. (*Note:* All words are nonlist words except **diet** and **quiet**.)

Line Up the Word Parts. This activity reviews the **y** to **i** rule introduced in Unit 21.

Have pupils look at the column of complete words. Ask: "With what pattern do these words end?" (consonant-**y**) "What happens to the **y** when you add any ending except **ing**?" Help pupils remember that in C-**y** words the **y** is changed to **i** before the ending is added. Have them read the directions and complete the activity.

Supplementary Activities

Reusing the Units. If your pupils need extra review, you may wish to have them return to the individual units.

To review Unit 21, have them turn to page 82 and describe the word chemistry taking place in the two test tubes. Ask: "What words will result from combining the words in the first test tube with the endings in the second?" Select pupils to write each word on the board, showing the **y** to **i** change as the ending is added.

To review Unit 27, have them turn to page 106 and read the key words for the word list. Ask: "Do the key letters in **achieve** and **seize** stand for the same sound?" (yes) Discuss the different sounds that the **ei** and **ie** letter combinations can stand for.

Practice. Have pupils change the underlined words to fit the sentences. (Answers are in parentheses.)

1. Mary was the <u>early</u> (earliest) to arrive.
2. I was <u>lucky</u> (luckier) than you.
3. A blossom is <u>pretty</u> (prettier) than a bud.
4. This is the <u>funny</u> (funniest) joke I know.
5. This bag is <u>heavy</u> (heavier) than that one.

D

Supplementary Activities

Individual Help. Consult Analysis and Treatment of Spelling Problems, page 3T, to help pupils who need individual attention.

Reusing Supplementary Activities. Look back through the Review Unit and through Units 21 through 27 to see if there are Supplementary Activities that may be used again to help individuals or groups with special spelling problems.

Answers

1. How's, artist's
2. Here's, they'd
3. I'd, what's
4. That's, teachers'
5. She'd, doctor's
6. player's, pupil's

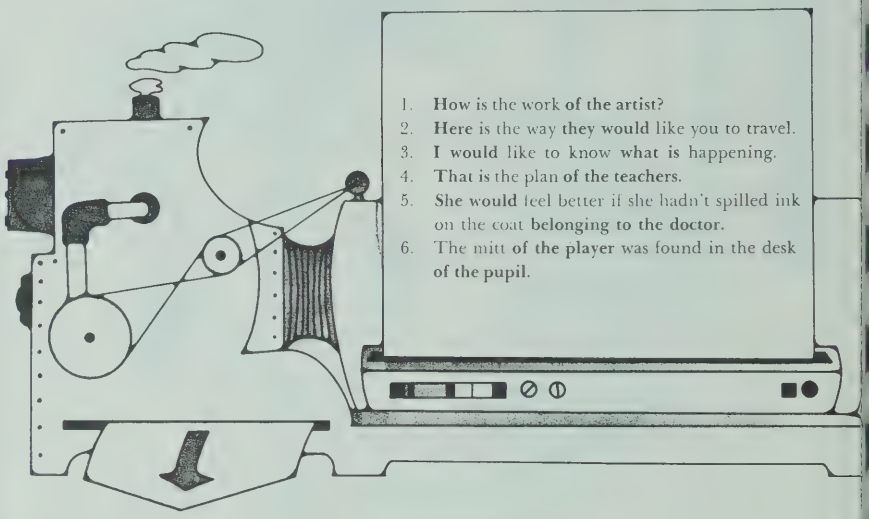
apostrophe

29 PROGRAM THE COMPUTER

we would I'd he'd we'd she'd they'd here's how's what's
we'd that's who's

doctor's artist's teacher's doctor's player's pupil's
doctors' artists' teachers' doctors' players' pupils'

Decide which list words can replace the words in heavy type in the computer. Write the words that come out.



Look at the words you wrote. What is the name of the punctuation mark that the computer added?

114

Emphasis—Using the apostrophe.

Additional Resources—Use Enrichment Activity 27: Contraction Treasure Hunt.

A

Program the Computer. This activity shows how the apostrophe is used in contractions and possessives.

Ask pupils to tell how the computer in the picture is being used. (to process a roll of sentences) Ask: "How will the sentences be processed?" (The phrases in heavy type will be replaced with a list word.) Have them read the directions and write the list words that stand for the words in heavy type. (*Note:* Items 1, 4, 5, and 6 change word order when the possessive is used.)

Before discussing the question at the bottom of the page, be sure that pupils understand the terms *contraction* and *apostrophe*. Discuss the terms and ask for examples and then have pupils discuss the question.

Supplementary Activity

Taking a Second Look. Have pupils read the first sentence aloud and tell which list word was substituted for the phrase in heavy type. (**how's**) Ask: "Is **how's** a contraction or does it show that something belongs to someone?" (a contraction) (*Note:* You may wish to discuss the term *possessive*.) Continue in the same way with the remaining sentences.

In discussing item 6, have pupils substitute **player's mitt** for **mitt of the player;** then ask: "What mark on the word **player's** shows that the mitt belongs to one player?" (the apostrophe before the s) "Which list word would you use if the mitt belonged to a *team* of players?" (**players'**) Help pupils to see how the apostrophe is used to show that something belongs to one person or to more than one person.

In summary, ask: "In what two ways is the apostrophe used in this unit?" (in contractions and to show possession)

WORD FORMS

Write the word that completes each sentence.

1. Many _____ associations sponsored the art show.	artist's	artists'
2. The _____ lockers are located in the halls.	pupil's	pupils'
3. There is a _____ convention at the hotel.	doctor's	doctors'
4. All the _____ helmets were stolen.	player's	players'
5. A _____ pen was found by a student.	teacher's	teachers'

ONE SOUND—TWO SPELLINGS

Write a list word that sounds the same as, but is spelled differently from, each word given here.

1. whose 2. weed 3. heed

we would **we'd**	Two words can be combined to form a contraction. The apostrophe stands for the missing letters.
doctor's	When a word ends in an apostrophe and s, it indicates that one person owns something, as in **a doctor's coat.**
doctors'	When a word ends in an s and an apostrophe, it indicates that more than one person owns something, as in **doctors' convention.**

115

B

Word Forms. This activity provides practice in choosing the correct word form for a given sentence.

Explain to pupils that root words can be developed into different forms that can be used in different ways. Discuss the spellings and meanings of the word forms for each sentence. Then have them write the word that goes in each blank.

One Sound—Two Spellings. Remind pupils that when words sound alike but have different spellings and meanings, they are called *homonyms.* Have the directions read and then have pupils read each word in the activity and find its homonym in the list words.

Formulas. Select someone to read aloud each formula and tell how it applies to the key words.

Supplementary Activities

Using Word Forms Again. Have pupils look again at the words for each sentence and note that all the words end with s, 's, or s'. Ask: "Which two forms indicate possession?" (the words with apostrophes) "When *one* person owns something, where does the apostrophe go?" (before the s) "When *two or more* persons own something, where does the apostrophe go?" (after the s) "Which forms indicate plurals?" (those ending in s without the apostrophe)

Practice. You may wish to duplicate the following to use as a test or you may wish to read the sentences aloud and have pupils write the correct form of the key word for each sentence. (Answers are in heavy type.)

1. The (**teachers,** teacher's, teachers') met in the lunchroom.
2. (**Who's,** Whose) that new boy sitting with Harry?
3. (Whats, **What's**) that noise in the attic?
4. The (pupils, **pupil's**) pencil fell on the floor.
5. (**Here's,** Heres) a quarter for the popcorn.
6. Ten (artist's, **artists**) stayed in the old hotel.
7. The football (player's, **players,** players') ran on the field.
8. Eight (pupil's, pupils, **pupils'**) desks were damaged in the fire.
9. The (**artist's,** artists) picture was filled with bright colours.
10. The (doctor's, doctors', **doctors**) completed the operation successfully.

Answers

1. artists'
2. pupils'
3. doctors'
4. players'
5. teacher's

---

1. who's
2. we'd
3. he'd

Answers

player's

1. e
2. t
3. et
4. et
5. et

et
/it/

1. socket
2. racket
3. picket
4. locket
5. wicket

WRITE AND REVIEW

Copy and complete the sentence with one of the words below.
Your letters should slant to the right.

player's **players'**

The football ___ leg was badly broken.

MISFITS

Read the clues and name the missing letters.

1. blank___t — heavy covering
2. bucke___ — pail
3. magn___ — something that attracts iron
4. rock___ — kind of missile
5. secr___ — something unknown to others

What two letters end each word?
What sounds do they stand for?

NEW WORDS

Make the words similar to the misfits.

1. sock ___
2. rack ___
3. pick ___
4. lock ___
5. wick ___

116

C

WRITE AND REVIEW

Review the different uses of the apostrophe. Ask pupils to give a list word example of each use.

Review how pupils can check the slant of their letters. Place one of the list words on the board and show them how they can check for slant by drawing a dashed, slanted line through the down-stroke of each letter that has one.

Have pupils copy and complete the sentence. Have them check the slant of their letters and explain why **player's** was needed to complete the sentence.

Misfits. The focus is on the final /it/ sound spelled **et.**

New Words. Read the directions and allow pupils to work independently. Ask them to spell their answers aloud.

Supplementary Activity

Vocabulary Enrichment. Encourage pupils to increase their vocabularies by learning new definitions of familiar words. Instruct them to look up the following words in a dictionary: **picket, racket, wicket.** Write the sentences below on the board, leaving blanks for the answers in parentheses, and ask pupils to complete them.

1. The small children raised a huge (racket).
2. The house was surrounded by a (picket) fence.
3. An illegal business is called a (racket).
4. Buy your tickets at this (wicket).
5. The workers will (picket) the factory for higher wages.
6. My older brother bought a tennis (racket).
7. She hit the ball through the (wicket).

D

Unit 29 Quiz

1. Van said **he'd** like a malt.
2. **That's** my new dog.
3. Jane said **she'd** wash the dishes.
4. **Who's** eating all my candy?
5. **What's** on television tonight?
6. **How's** the patient doing?
7. **I'd** like to see the movie.
8. **Here's** the ice cream truck.
9. **We'd** like to go to the zoo.
10. The police officers said **they'd** help.
11. Two **players'** uniforms were lost.

LOOK AGAIN

WORD CONVERSION

Change the word in heavy type so it can be used in the blank.

1. The easel belongs to an **artist**. The _____ easel collapsed.
2. The **doctors** have offices in the medical building. The _____ offices are large.
3. A **player** had a broken wrist. The _____ broken wrist was painful.

Combine the words in heavy type to make the sentences shorter.

1. She said that **she would** come today.
2. **What is** the latest news report?
3. **Who is** talking?

LOOK AHEAD

WORD HUNT

One of the descriptions given here really explains how the word **garble** got started. Which do you think is correct? Check your answer in the spelling dictionary. Then use the word in a sentence.

1. Comes from the Latin word **garbulere** meaning "to confuse." The spelling was changed by the English in the fourteenth century to **garble**, but the meaning stayed the same.
2. In medieval England, people coming to the market place to shop would **garble** or **bargain** with the shopkeepers over the prices. Each would try to confuse the other by distorting what the other had said. From that time on, conversations that mislead or confuse or that distort the facts are referred to as **garbled** conversations.
3. Comes from the Arabic word **gharbala** meaning "to sift or select by means of a sieve." Because of their spice trade with the east, the English appointed a **garbler of spices** to remove the **garble** or **refuse** from the spices. From the garbler's job comes one of the meanings of **garble** today: to sift out parts of a written report that might be used for unfair purposes.

Answers

LOOK AGAIN

1. artist's
2. doctors'
3. player's

1. she'd
2. What's
3. Who's

LOOK AHEAD

3

Sentences will vary.

12. **The player's** shoe was untied.
13. The **doctor's** hand was steady.
14. She is at the **doctors'** convention.
15. The museum displayed many **artists'** paintings.
16. The **artist's** brush needed cleaning.
17. The **pupil's** pencil was dull.
18. All the **pupils'** desks were rearranged.
19. The **teachers'** parking lot is paved.
20. My **teacher's** car is new.

E

LOOK AGAIN

Word Conversion. This activity provides practice in changing one word form into another. Explain that the word **convert** means to change or to alter the nature of something. Have pupils read the directions and complete the sentences at the top of the page. Then have them rewrite the words in heavy type in the second group of sentences to make the sentences shorter.

LOOK AHEAD

Word Hunt. This activity helps pupils understand how words originate. Explain that words begin in many ways: They may be taken from a word with a similar meaning in another language, such as **lettre** (French) and **letter**; they may be a combination of the parts or meanings of two or more words, such as **switchboard** and **expressway**; or they may be words that have passed down for ages and have changed in meaning, as the word **ye**, which has been replaced by **you**, pronounced /ū/.

Ask pupils if they have any ideas about how the word **garble** may have started. After discussion, have them read the three possible explanations in the activity and discuss which seems most plausible.

Supplementary Activity

Using Words. Have pupils use the following words in sentences. You may use this as an oral or a written activity.

1. player's	6. we'll
2. teacher's	7. I'll
3. catcher's	8. they're
4. hiker's	9. you're
5. rider's	10. he'll

Answers

Mr.
Mrs.
M.P.
B.C.
kg.
doz.
L
kg
mL
g
L
kg
L
m
m
cm
p.m.
a.m.

30 MAX'S CASSEROLE

Dr. gm kg mL L dm doz. M.P. a.m. p.m. P.M.
B.C. A.D. cm m km Mr. Mrs. Dr. Ms.

Max found this recipe during a visit to Rome, but, when he copied it, he wrote the long forms of some words. Rewrite the recipe using the shorter forms of the words in heavy type.

MORETHANENOUGH CASSEROLE

This is a famous recipe served by **Mister** Caesar to his wife, **Mistress** Caesar, and to a **Member of Parliament** from the Roman provinces in the year 46 **before Christ.**

2 **kilograms** of macaroni
1 **dozen** onions, chopped
1 **litre** each:
tomato soup
tomato sauce
tomatoes
1 **kilogram** ground beef, cooked
250 **millilitres** garlic
40 **grams** pepper
1 **litre** chopped olives
1/2 **kilogram** pimento

Mix in a 10 **litre** container that is 1 **metre** long by 1/2 **metre** wide by 20 **centimetres** high. If dinner is to be served at 8 **after noon,** then begin at 8 **before noon** to ensure the success of this dish.

Look at the shorter forms you wrote. When a word or words have letters removed to make them easier to read, the shortened form is called an **abbreviation.** If you wrote your initials instead of your name, you would be **abbreviating** your name.

118

Emphasis—Abbreviations.

Additional Resources—Use Enrichment Activity 28: Abbreviation Creations.

A

Max's Casserole. This activity shows that some words have short forms, called *abbreviations,* made by removing some letters from a word and writing the remaining letters.

Tell pupils that there are two ways to write some words: a longer way and shorter way. Have them read silently the list of abbreviations in the word box, telling them that the list words in this unit show shorter ways to write words.

Discuss times when it might be useful to use shorter forms of words. Lead to the conclusion that recipes are often written with shorter forms. Have pupils read through the recipe for Morethanenough Casserole and discuss how the key words can be shortened. Have them rewrite the key words, using list words. Then discuss the final paragraph. Be sure everyone understands that shorter forms of words are called *abbreviations.*

Supplementary Activity

Taking a Second Look. Ask: "As you wrote the abbreviations for Morethanenough Casserole, what punctuation mark did you sometimes use?" (the period) Tell pupils that not all abbreviations end with a period. Point out that many terms are often abbreviated without periods.

Also call attention to the way some abbreviations are written with capital letters and others are written with small letters. Tell pupils that in writing abbreviations it is extremely important to write them according to what has been accepted as standard usage. Any deviations in capital or small letters or in periods or lack of periods may convey an unintended meaning. Point out the different meanings of the following abbreviations. The letters in each case are the same, but they are written and punctuated differently:

a.m. (ante meridiem) before noon
AM (no periods) amplitude modulation
A.M. or M.A. master of arts

CALENDAR

On your paper, write the abbreviations for the days of the week and the months of the year.

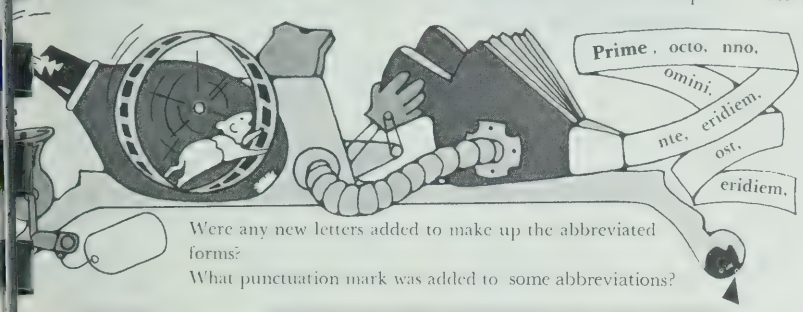
GEOGRAPHY

1. Make a list of all the provinces and the territories. Beside each one write the proper abbreviation.
2. Make a list of countries that are know by their initials. Beside each one write the complete name.

ABBREVIATION MACHINE

Put the words into the machine and write the list words that come out.

1. Prime Minister 2. Doctor 3. Anno Domini 4. ante meridiem 5. post meridiem



Were any new letters added to make up the abbreviated forms?
What punctuation mark was added to some abbreviations?

Doctor
Dr.

Some words and phrases have short forms called **abbreviations.** Many abbreviations end with a period.

Answers

Mon., Tues., Wed., Thurs., Fri., Sat., Sun.; Jan , Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec.

---

1. Newfoundland (Nfld.); Prince Edward Island (P.E.I.); Nova Scotia (N.S.); New Brunswick (N.B.); Quebec (P.Q.); Ontario (Ont.); Manitoba (Man.); Saskatchewan (Sask.); Alberta (Alta.); British Columbia (B.C.); Yukon (no short form); Northwest Territories (N.W.T.)
2. Answers will vary: USA (United States of America), USSR (Russia), UK (United Kingdom), etc.

B

Abbreviation Machine. This activity shows that the letters for an abbreviation are usually part of the whole word. Have pupils write the example words in the abbreviated form that they will be in when they come out of the machine. Then have them discuss the questions at the bottom of the page.

Formula. Have pupils read the formula and tell how it applies to the key words.

Supplementary Activity

For Discussion. Ask: "What are the main reasons for using abbreviations?" Responses to this question will vary, but pupils should be led to the conclusion that abbreviations save reading time and page space by using short forms of familiar terms or names.

After pupils have a clear understanding of how abbreviations can be used to facilitate writing, ask: "What are some of the pitfalls, or dangers, of using abbreviations?" Remind pupils that care must be taken in writing abbreviations. Point out that haste in writing may lead to overuse of abbreviations and result in lack of clarity, especially if some of the abbreviations are unknown or not in standard use. Write the following sentence on the board: "A doz. people played football and ate 1 kg. of ice cream."

Point out that abbreviations may themselves become distracting if they are used inappropriately.

Ask: "Can you think of some simple rules for using abbreviations?" Lead pupils to see that: (1) standard and easily understood abbreviations should be used; (2) abbreviations that are not generally known should be spelled out in parentheses the *first time* they occur, immediately after the abbreviation; (3) abbreviations in a given piece of writing should be uniform; (4) one should always have a good reason for abbreviating.

Answers

a.m., p.m.
Mr., Mrs., Miss, Ms., Dr.,
M.P., M.P.P., P.M.
km, m, cm, mm
L, mL

---

1. e
2. e
3. est
4. est
5. est

est
/ist/

---

2. fairest
3. largest
4. barest
5. heaviest
6. speediest
7. earliest
8. noisiest

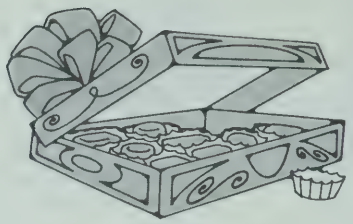
WRITE AND REVIEW

Review the manuscript letters. Then copy the sentence below.

My gift was a lkg box of candy.

Write the abbreviations from this unit that belong with the headings below.

Time of Day	Distance Measurement
Titles	Liquid Measurement



MISFITS

Read the clues and name the missing letters.

1. for____st woods
2. hon____st truthful
3. inter____ wanting to know about something
4. harv____ gathering in food crops
5. mod____ humble

What three letters end each word?

What sounds do they stand for?

ANOTHER USE OF EST

Make the words similar to the misfits.

1. quick *quickest*
2. fair
3. large
4. bare
5. heavy
6. speedy
7. early
8. noisy

C

WRITE AND REVIEW

Explain that this is the first of two Write and Review activities devoted to a review of manuscript writing. Discuss different opportunities for using manuscript writing.

Have pupils turn to page 4 and review the manuscript letters. Then have them copy the sentence in the first exercise on page 120. Remind them that the manuscript letters must rest straight up on the base line.

Review that some words and phrases have short forms, called *abbreviations*. For the last exercise, have pupils write the abbreviations that indicate time of day, titles, distance measurement, and liquid measurement.

Misfits. The focus is on final **est** pronounced /ist/.

Another Use of **est.** Read the directions and allow pupils to work independently. Ask them to spell their answers aloud. Point out the **y** to **i** change in items 5 through 9.

Encourage pupils to generalize about the words by asking: "What does the **est** ending do to all the words?" (It changes words from describing to comparing words.) "Does the **est** ending compare two things or more than two things?" (more than two things) Remind pupils that the suffix **er** is added to words that describe two things and **est** is added to words that describe more than two things. (*Note:* For a more complete discussion of comparatives, see the Supplementary Activity on page 82.)

D

Unit 30 Quiz

Note: Remind pupils that although the words they will hear could be written out, this is a quiz on abbreviations.

1. The plane arrives at 8 **a.m.**
2. The cow weighed 600 **kg.**
3. The boat was 3 **m** long.
4. The cook added 10 **mL** of salt.
5. The patient called for **Dr.** Yates.
6. The movie begins at 7 **p.m.**
7. The baker made 10 **doz.** doughnuts.
8. The letter weighed 2 **g.**
9. **Mrs.** Arnold was a substitute teacher.
10. A stamp weighs 100 **mg.**
11. The recipe called for 2 **L** of flour.
12. **Ms.** Kelly applied for the job.
13. A dime is 1 **mm** thick.
14. The **P.M.** gave a speech on television.
15. Alexander the Great died in 323 **B.C.**
16. The cake was 6 **cm** high.
17. **Mr.** Oakes was the school custodian.
18. Once elected, she signed her name Jan Dunn, **M.P.**

LOOK AGAIN

SHORT CUTS

Look at the way the example abbreviation below was formed. On your paper, show how the words below become abbreviated.

Example: millilitre mL

1. dozen
2. centimetre
3. litre
4. millilitre
5. metre
6. Mister
7. kilometre
8. gram
9. kilogram
10. Mistress
11. Doctor

SPOT THE WORD

Complete forms of the list words are in the box below. See how many you can find.

B	K	B	Y	X	P	O	S	T	C
K	I	L	O	G	R	A	M	M	E
C	L	O	V	Y	I	W	I	I	N
D	O	Z	E	N	M	T	L	S	T
Z	M	E	T	R	E	E	I	T	I
Q	T	A	N	T	E	Z	E	E	E
S	R	N	P	O	S	T	T	S	T
T	E	D	O	C	T	O	R	S	R
A	M	I	N	I	S	T	E	R	E
P	A	R	L	I	A	M	E	N	T

LOOK AHEAD

FAMOUS INITIALS

Many people, places, things and organizations are known by their initials or abbreviations.

How many of the abbreviations below can you identify?

PET	CBC	BBC	UNICEF
AC/DC	UN	CN	GM
CUPE	PWA	UAW	HRH
RCMP	CHC	DDT	USSR

121

Answers

LOOK AGAIN

1. dozen
2. centimetre
3. litre
4. millimetre
5. metre
6. Mister
7. kilometre
8. gram
9. kilogram
10. Mistress
11. Doctor

ACROSS

kilogram
dozen
metre
doctor
minister
parliament

DOWN

Prime

LOOK AHEAD

Pierre Elliott Trudeau
alternating current/direct current
Canadian Union of Public Employees
Royal Canadian Mounted Police
Canadian Broadcasting Corporation
United Nations
Pacific Western Airlines
Club d'Hockey Canadien
British Broadcasting Corporation
Canadian National
United Auto Workers
dichloro-diphenyl-trichloro ethane
United Nations International Children's Emergency Fund
General Motors
His or Her Royal Highness
Union of Soviet Socialist Republics

19. He hiked 1 **km.**
20. King Arthur supposedly lived in the sixth century A.D.
21. **Miss** Muir was a good student.
22. **M.P.P.** Kao was elected to office.

E

LOOK AGAIN

Short Cuts. This activity shows that the letters in an abbreviation can be letters from the whole word. Have pupils write the abbreviation for each of the activity words.

Spot the Words. Have the pupils read the directions and write as many list words as they can find.

LOOK AHEAD

Famous Initials.

This activity shows that many abbreviations are written as capital letters without periods. Remind pupils that some organizations (and people who are famous) do not use periods when abbreviating their names. Have pupils read the initials (or abbreviations) and see how many they can identify.

Names of unions, associations, governmental agencies, radio and television stations, and some famous persons are abbreviated without space or periods between the letters and with all capital letters.

Practice. Write the following sentences on the board and have pupils rewrite them, abbreviating the words that should be abbreviated.

1. At 1 in the afternoon Doctor Jones from the Canadian Medical Association arrived.
2. Prime Minister Thompson was Prime Minister of Canada from 1892 to 1894, Anno Domini.

Answers

true
Sour
slow
dead
wrong
rough
passive
brave
alive
thick
afraid
Smooth

Emphasis—Antonyms.

Additional Resources—Use Enrichment Activity 29: Mark the Spot.

A

Max's Misadventures. This activity shows that antonyms are words with opposite meanings.

Ask pupils if they have ever heard of a disease called "antonymitis." Tell them that it is a disease that a relative of Mad Max has. Ask: "What do you suppose it does to a person?" Have them read the first paragraph to find out. Then have them read aloud the story of Prince Prancealot. Discuss the meaning of each key word and then discuss how the meaning of each sentence is changed by changing the word to its antonym.

After discussing the story, be sure that pupils understand the definition of antonyms at the bottom of the page.

Supplementary Activity

Riddles Within a Riddle. This activity allows pupils to use the list words in a game context and provides practice in matching words and meanings.

Read the following riddle aloud: "A word has five letters. Take away two and only one is left. What is it?"

Tell pupils that in order to find the answer to the riddle, they must follow directions. Read each of the following.

1. Find a list word that means coarse. **(rough)** Circle the second letter. **(o)**
2. Find a list word that means to be lean. **(thin)** Circle the last letter. **(n)**
3. Find a list word that means to begin. **(start)** Circle the last letter. **(t)**
4. Find a list word that is the opposite of alive. **(dead)** Circle the second letter. **(e)**
5. Find a list word that describes something that has lost its natural sweetness or freshness. **(sour)** Circle the first letter. **(s)**
6. Now, take the five letters you have circled and put them in the right order to get the answer to the riddle. **(stone, tones)**

Note: You may need to read the riddle again before pupils are able to guess the answer.

31 MAX'S MISADVENTURES

thick	sweet	right	true	rough	slow	afraid	start	alive
	thick	active						
thin	sour	wrong	false	smooth	swift	brave	finish	dead
	thin	passive						

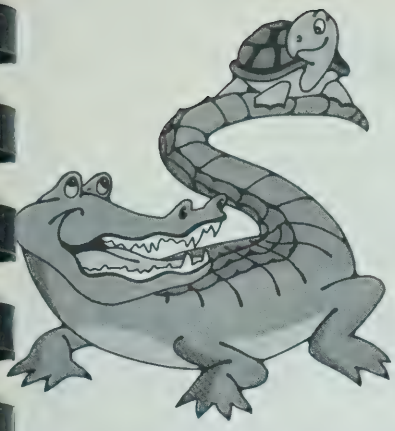
PRINCE PRANCEALOT

A relative of Mad Max, Prince Prancealot, has caught "antonymitis," a disease that makes him use the opposite of the words he wanted to use. Use list words to find out what happened to the Prince.

Prince Prancealot knew his one **false** friend, his horse **Sweet** Dough, had been stolen by the Bad Knights. He jumped on his **swift** mule in the **alive** of night to save his horse from any **right** that might befall him. The road was filled with boulders, which made his ride a **smooth** one.

When he arrived at the castle, all was **active**, so it was easy for Prancealot to sneak by the guards. (How **afraid** was this young warrior!) When he was spotted, the place became **dead** with Bad Knights. But Prancealot managed to disguise himself as a warrior and jumped right into the **thin** of things. He made his way to the stable where Sour Dough, who was so **brave** he whinnied, was tied up. **Rough** as silk, Prancealot untied him and rode him back to the safety of the Good Knights.

Compare the words you wrote to the words in heavy type. When two words have opposite meanings, they are called **antonyms**. The words you wrote are the **antonyms** of the words in heavy type.



ANTONYM PAIRS

Complete the sentences by writing the antonyms of the words in heavy type.

1. Carol wrote eight _____ answers and two **wrong** ones.

The flavour of the salad was both **sour** and _____.

3. The students were to answer either **true** or _____ to the questions.

4. In the fable, the turtle is **slow** and the hare is _____.

ANTONYM CROSSWORD

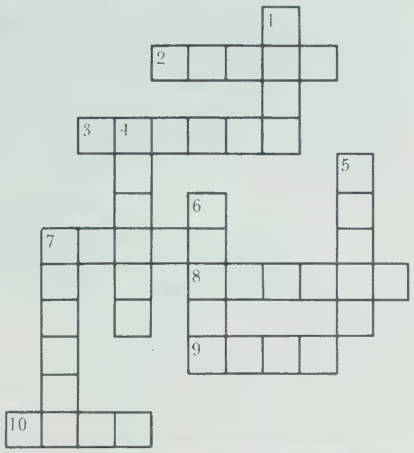
On your paper, write the antonyms that complete the crossword puzzle.

ACROSS

2. sour
3. brave
7. slow
8. quiet
9. false
10. thick

DOWN

1. alive
4. start
5. afraid
6. finish
7. rough



thick
thin

Words that are opposite in meaning are called **antonyms.**

Answers

1. right
2. sweet
3. false
4. swift

ACROSS

2. sweet
3. afraid
7. swift
8. active
9. true
10. thin

DOWN

1. dead
4. finish
5. brave
6. start
7. smooth

B

Antonym Pairs. This activity shows that antonyms are words with opposite meanings. Have pupils read the sentences and complete the blanks by writing the antonym of the word in heavy type.

Antonym Crossword. You may wish to duplicate the puzzle layout and give a copy to each pupil. Have them complete the puzzle by writing antonyms of the clue words.

Formula. Have someone read aloud the formula and tell how it applies to the key words.

Supplementary Activity

Word Relationships. This activity provides practice in recognizing word relationships. Tell pupils that pairs of words can be related to each other not only as antonyms but also as homonyms. Review what homonyms are (see Unit 19) and then have pupils tell how the following pairs of words are related. You may make this an oral or a written activity. (*Note:* Answers are in parentheses. A, antonym; H, homonym.)

1. below—above (A)
2. scent—cent (H)
3. night—knight (H)
4. asleep—awake (A)
5. enemy—friend (A)
6. flower—flour (H)
7. boy—buoy (H)
8. nothing—something (A)
9. vertical—horizontal (A)
10. active—passive (A)
11. steal—steel (H)
12. rough—smooth (A)
13. mail—male (H)
14. afraid—brave (A)

Answers

1. ia
2. cia
3. i
4. cial
5. cial

cial
/shəl/

---

1. financial
2. official
3. special
4. commercial
5. social

WRITE AND REVIEW

Using manuscript letters, copy the sentence.

From start to finish, the acrobat was swift and graceful.

MISFITS

Read the clues and name the missing letters.

1. spec____l — antonym of **ordinary**
2. commer____l — advertisement on TV
3. soc____al — having to do with people as a group
4. offi____ — having authority
5. finan____ — having to do with money

What four letters end each word?
What sounds do they stand for?

FILL IN THE MISFITS

Use the misfits to write the missing words.

1. The huge bill caused her great _____ worry.
2. The lieutenant dressed in her _____ uniform.
3. He bought the coat at a _____ sale.
4. Have you seen the _____ for "Lum" ice cream?
5. Who is your teacher for _____ studies?

C

WRITE AND REVIEW

Remind pupils that, except for slant, the Basic Handwriting Skills also apply to manuscript writing. Manuscript letters rest straight up on the base line and do not slant to the right. Have them copy the sentence and check their writing for each of the skills.

Ask pupils for the name given to words that are opposite in meaning. (antonyms) Ask them to name the antonyms in the sentence. (**start—finish**) Have them name as many other antonym pairs as they can.

Misfits. The focus is on final **cial** pronounced /shəl/.

Fill in the Misfits. Read the directions and then allow pupils to work independently. Have them read the completed sentences and spell the answers aloud.

Supplementary Activity

Find the New Words. Have pupils arrange the letters to spell two words ending in **cial.** (**facial** and **racial**)

c i a l f a r

D

Unit 31 Quiz

1. The rhino's skin was **rough.**
2. The cantaloupe tasted **sweet.**
3. The pie had a **thin** crust.
4. The falcon made a **swift** dive.
5. Elephants have **thick** skin.
6. The boy was **afraid** of the dark.
7. The ice had a **smooth** surface.
8. Turtles are **slow** movers.
9. The dog played **dead.**
10. The operator got the **wrong** number.
11. The lemon was very **sour.**

LOOK AGAIN

ANTONYM MATCHO

Read and cover the first word in each line.
Then write the **antonym** of the first word.

1. alive	living	live	dead	animated	existing
2. right	proper	perfect	accurate	precise	wrong
3. finish	end	begin	terminate	conclude	close
4. thin	slender	meagre	slight	wispy	thick
5. false	untrue	faithless	fake	true	unfaithful
6. slow	leisurely	slack	swift	late	pokey
7. begin	commence	start	initiate	open	finish
8. sour	tart	sweet	acid	unripe	bitter
9. active	energetic	buzzing	bustling	vibrant	passive
10. brave	bold	gallant	afraid	daring	fearless

LOOK AHEAD

MORE ANTONYMS

Write two antonyms for each word listed below.

1. kind
2. care
3. similar
4. past
5. wealth
6. search
7. enthusiasm
8. disease
9. pride
10. happy

STORY SETTINGS

Use as many list words as you can to write a story for either of the settings given.

Person: race car driver
Place: Indianapolis 500
Thing: racer

or

Person: rough rider
Place: Old West
Thing: slow on the draw

12. The spy wore a **false** mustache.
13. The gorilla seems very **brave.**
14. Soon it will **start** to snow.
15. The kittens were very **active.**
16. The injured bird was still **alive.**
17. The class knew the **right** answer.
18. The sleeping camel appeared very **passive.**
19. The man's **true** identity was unknown.
20. This sentence will **finish** the quiz.

Note: Previously mentioned problems: the voiced /ŦH/ sound in **smooth** (page 96); the unvoiced /th/ sound in **thick** and **thin** (page 32); and the /v/ sound (page 16).

E

LOOK AGAIN

Antonym Matcho. Have pupils read the first list word on the left and compare it with other words in the same line. Ask: "Which word is the antonym of **alive?**" Have them write the antonym, **dead,** and continue.

Supplementary Activity

Reusing Antonym Matcho. Have pupils look again at the beginning word of the first line of Antonym Matcho. Ask: "How are the meanings of the words **living, live, animated,** and **existing** related to the meaning of the list word?" Help them see that the words have the same or nearly the same meanings as **alive.** Discuss each line of words in the same way.

Answers

LOOK AGAIN

1. dead
2. wrong
3. begin
4. thick
5. true
6. swift
7. finish
8. sweet
9. passive
10. afraid

LOOK AHEAD

Answers will vary.

Answers will vary

LOOK AHEAD

More Antonyms. This activity shows that some words have more than one antonym. Tell pupils that words often have more than one antonym. Have them read the directions and complete the activity independently.

Story Settings. Ask: "Have you ever been to a race? What is it like? What are the smells and sounds around you? What feelings do you have? What kinds of things can you see and touch?" Encourage pupils to think how it would feel to be at a race.

Discuss the second setting in the same way. Encourage pupils to describe the life style of a rough rider. What might a typical day in his life be like? What dangers might he encounter? Have them note the concept the second setting centres around; that is, someone is "slow on the draw." Help them develop a short story plot around this idea.

Answers

1. coast, shore
2. trust, faith
3. couple, pair
4. just, fair
5. disappear, vanish

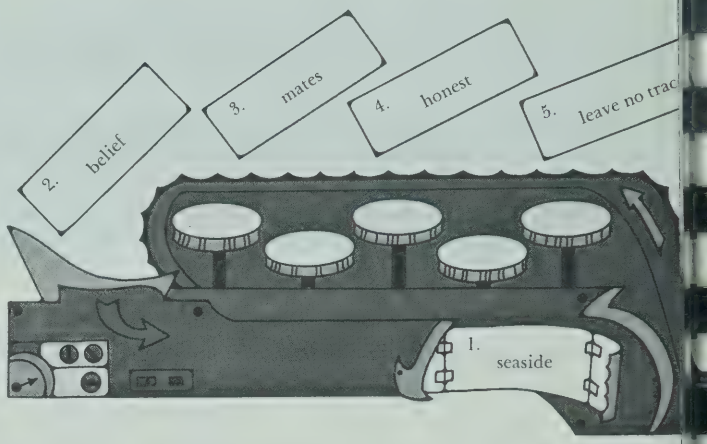
32 PROGRAM THE COMPUTER

disappear

vanish

Decide which two list words have the same meaning as each item in the computer. Write the words that come out.

huge
heavy
couple
trust
speedy
work
just
large
fair
shore
coast
labour
faith
disappear
glitter
pair
gleam
quick
vanish
weighty



Look at the two words you wrote for each word in the computer. Words that have almost the same meaning as one another are called **synonyms**.

126

Emphasis—Synonyms.

Additional Resources—Use Enrichment Activity 30: Synonym Crossword.

A

Program the Computer. This activity shows that synonyms are words with similar meanings.

Ask pupils to tell how the computer in the picture is being used. (to pair words with similar meanings) Ask: "What word has a similar meaning to **huge?**" **(large)** Have them read the directions and write the words as they will be paired by the computer.

Discuss the definition at the bottom of the page.

Supplementary Activities

Taking a Second Look. Have pupils look at each pair of words again. Ask: "Can you think of any other synonyms for any of these words?" For example: Other synonyms for **huge** and **large** are **big, enormous, immense, vast, gigantic, colossal,** and **mammoth.** (*Note:* Encourage use of a dictionary for looking up other synonyms for each pair of words.)

Synonym Sentences. You may wish to duplicate the following sentences, leaving blanks for the answers in parentheses, and have pupils fill in each blank with a word that is the synonym of the underlined word.

1. The large dog found a (huge) chair to sit in.
2. As it sat its weighty body down it gave a (heavy) sigh.
3. We traded a couple of shirts for a (pair) of pants.
4. They work at hard (labour) all day.
5. If you have faith in a leader, you (trust) his decisions.
6. The glitter of the diamonds put a (gleam) in his greedy eye.
7. As we walked along the coast, we found driftwood on the (beach).
8. We considered the punishment to be fair and (just).
9. I saw the man disappear in the crowd, then (vanish) from sight.
10. "Be quick and follow him," I said; but he was a (speedy) walker.

CROSSWORD

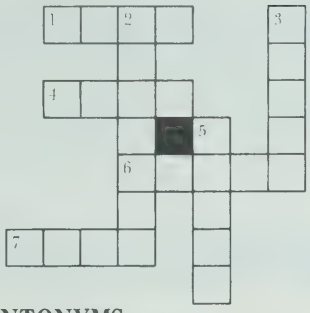
On your paper, write the list words that complete the crossword puzzle.

ACROSS

1. large
4. just
6. faith
7. couple

DOWN

2. gleam
3. shore
5. speedy



DOUBLE ANTONYMS

Write two list words that are **antonyms** of each of the following words.

1. play
2. small
3. cloud
4. slow
5. disbelief
6. light

Now use some of the words you just wrote to complete the sentences.

1. Although the package was not _____, to carry it eight blocks was difficult.
2. When the day's _____ is over, you can relax.
3. It was a _____ trip by jet.
4. Our new car was too _____ for the garage.
5. Knowing Sandy as well as I do, I have great _____ that she will succeed.
6. The water seemed to _____ when the sun came out.

disappear
vanish

Words that have almost the same meaning are called synonyms.

127

Answers

ACROSS

1. huge
4. fair
6. trust
7. pair

DOWN

2. glitter
3. coast
5. quick

---

1. work, labour
2. huge, large
3. glitter, gleam
4. speedy, quick
5. trust, faith
6. heavy, weighty

1. heavy, weighty
2. work, labour
3. speedy, quick
4. large, huge
5. faith
6. glitter, gleam

B

Crossword. You may wish to duplicate the puzzle layout and give a copy to each pupil. Have them complete the puzzle by writing synonyms of the clue words.

Double Antonyms. This activity demonstrates that one word can have two or more antonyms.

To complete the first part of the activity, have pupils write two list words that have opposite meanings to the activity words.

To complete the bottom part, emphasize that each sentence has only one blank, but for each blank, pupils have a choice of two possible words. Have them read the sentences aloud and choose the synonym they think best fits the sentence.

Formula. Have pupils read the formula and tell how it applies to the key word.

Supplementary Activity

Choosing a Good Word. This activity shows that although words may be synonyms, there may be subtle differences of meaning in various contexts.

Write each set of synonyms (in parentheses below) on the board and then read the following sentences aloud. Let pupils decide which word or words might be best in each sentence. (Answers will vary.)

1. The costs for building such a _____ school are colossal.
   (big, large, gigantic, vast, tremendous)
2. We watched the airplane until it _____ from sight.
   (vanished, disappeared, was gone)
3. When my grandfather tells a funny story, he gets a **merry** _____ in his eye.
   (gleam, glitter, sparkle, twinkle)
4. The sunbathers were on the _____ in the bright, hot sunlight.
   (beach, seaside, shore, coast)

Answers

coast
couple
disappear
gleam
labour
vanish

---

1. ous
2. i
3. cious
4. cious
5. cious

cious

---

luscious
delicious
conscious
precious

WRITE AND REVIEW

Practise each demon letter below.

a d o b h e i r t n m

Carefully write the following words in alphabetical order.
Then check the formation of the letters in each word.

coast	labour	couple
vanish	gleam	disappear

Read the clues and name the missing letters.

1. graci____ pleasant and kindly
2. prec____ous of great value
3. deli____ tasting good
4. cons____ able to feel
5. lus____ very sweet

What five letters end each word?

FIND THE MISFITS

Arrange the letters to spell four misfits.

n o s p c u e c i o u s l i r d

128

C

WRITE AND REVIEW

As a final review of the demon letters, guide pupils in reviewing the formation of each letter and have them write the letter.

Before pupils begin the second exercise, you may want to remind them that if two words begin with the same letter they should check the second or third letters in each word in deciding which word should come first in alphabetical order. When they have finished, have them check the formation of the demon letters in the words.

Ask pupils for the name given to words that have the same meaning. (synonyms) Have them find the list word that is a synonym of each word they wrote in alphabetical order.

Misfits. The focus is on final **ious.** (*Note:* The letters **ious** form the suffix; **c** is part of the original root word.)

Find the Misfits. Read the directions and then ask pupils to find the words. Have them correct the written work by spelling the answers aloud. (*Note:* Some letters must be used more than once.)

Supplementary Activity

Write a Story. First ask pupils to name a few of their favourite foods. Then have them write a story about themselves as scientists creating a new food that no one has ever tasted before. Encourage pupils to use at least three misfits in their descriptions of how their food looks and tastes.

D

Unit 32 Quiz

1. The patient made a **speedy** recovery.
2. The mule carried a **large** pack.
3. The knights wore **heavy** armour.
4. Seals swam near the **shore.**
5. The men expected a **fair** trial.
6. The bank had a **huge** safe.
7. The magician made the rabbit **disappear.**
8. The ship wrecked on the rocky **coast.**
9. Coal miners **work** underground.
10. The cook fried a **couple** of eggs.
11. The elf had a **gleam** in his eye.
12. Farming requires much **labour.**
13. Dean bought a **pair** of socks.
14. The country had **faith** in its leaders.

LOOK AGAIN

SYNONYM MATCHO

Read and cover the first word in each line.
Then write the synonym of the first word.

1. huge	small	tiny	little	big	microscopic
2. fair	injustice	favouritism	just	wrong	unfair
3. work	leisure	ease	labour	play	rest
4. weighty	lightness	airy	feathery	heavy	lightweight
5. glitter	darkness	gleam	obscure	cloudy	shadowy
6. speedy	slow	leisurely	tardy	pokey	quick
7. faith	disbelief	skeptical	confident	trust	suspicion
8. vanish	appear	arise	disappear	display	loom

LOOK AHEAD

REWRITE THE SENTENCES

The sentences below can be made easier to read by using list words to shorten the phrases in heavy type. Rewrite the sentences and compare your work in class.

Example: **faith** could be used in item 1.

1. An astronaut has all his **hopes and prayers** riding on his rockets.
2. The **earth along the edge of the continent** sometimes slips into the sea.
3. All of my **toil, energy, and effort** went into the building of a sand castle.
4. The woman and girl worked as a **team of two.**
5. The card wished the patient a **very rapid** recovery.

EXPLAIN THE SITUATION

Explain how Prince Prancealot cured his case of "antonymitis" on page 122.

Answers

LOOK AGAIN

1. big
2. just
3. labour
4. heavy
5. gleam
6. quick
7. trust
8. disappear

LOOK AHEAD

1. faith, trust
2. shore, coast
3. work, labour
4. pair, couple
5. speedy, quick

Answers will vary.

15. The bandits made a **quick** getaway.
16. A ghost can **vanish** into thin air.
17. The jury reached a **just** decision.
18. The stars seem to **glitter.**
19. Iron is a **weighty** metal.
20. The cat didn't **trust** the dog.

Note: Previously mentioned problems: the /j/ sound (page 60); the /th/ sounds (page 32); the /v/ sound (page 16); and the /i/ sound (page 12.) and the /i/ sound (page 12).

E

LOOK AGAIN

Synonym Matcho. Have pupils read the first list word on the left and compare it with other words in the same line. Ask: "Which word is the synonym of **huge?**" Have them write the synonym, **big,** and continue.

Supplementary Activity

Reusing Synonym Matcho. Have pupils look again at the beginning word of the first line of Synonym Matcho. Ask: "How are the meanings of the words **small, tiny, little,** and **microscopic** related to the meaning of the list word?" Help them see that the words have meanings that are opposite to the meaning of **huge.** Discuss each line of words in the same way.

LOOK AHEAD

Rewrite the Sentences. Have pupils read the sentences silently and rewrite them according to directions. Let them complete the activity independently and then call on pupils to read the corrected sentences aloud.

Explain the Situation. Remind pupils that "antonymitis" is defined on page 122. Encourage them to speculate about the possible cure of such a disease. Ask: "What kind of medicine might you take? What things might a doctor order Prince Prancealot to do to get rid of antonymitis?"

Have pupils discuss their ideas and then have them write a short story explaining how Prince Prancealot was cured.

Supplementary Activities

Taking a Second Look. Have pupils read the sentences they wrote for Rewrite the Sentences. Have them read each sentence twice, using both synonyms. Discuss any difference each word choice makes in the meaning of the sentence.

Story Follow-up. After pupils have written their stories and you have read them, have some of the better stories read aloud.

Answers

Somehow
grasshopper
raincoat
overcoat
butterfly
Throughout
iceberg
meanwhile
fireworks
pancake
Therefore
understand
However
volleyball
butterfly
eyebrows
seacoast
whatever

yes
no, yes, yes, yes

Emphasis—Compound words.

Additional Resources—Use Enrichment Activity 31: Crazy Compounds.

33

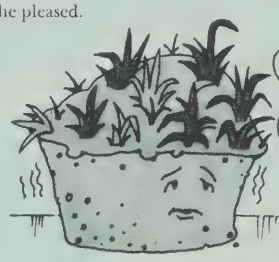
INCOMPLETE STORY

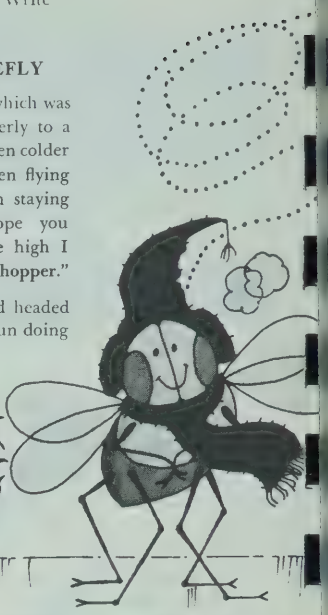
The story below will not be finished until you change the word parts in heavy type. Write the list words that result.

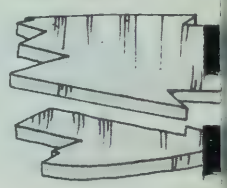
THE GRASSCAKE AND THE ICEFLY

Somewhile, the grasscake lost his rain**ball**, which was also his over**ball**, and he complained bitterly to a passing ice**fly**, "Through**ever** the day I've been colder than a **butter**berg. Mean**how** you have been flying around like **eye**works up close to the sun staying warm as a pan**stand**. There**out**, I hope you under**brows** how lucky you are. How**fore** high I jump I always fall back down like a volley**hopper**."

But the ice**fly** only raised her eye**cakes** and headed toward the sea**coat** for a warm day in the sun doing what**out** she pleased.







Say the words you wrote. Does each word contain smaller words? When a word contains two smaller words it is called a **compound**.

Say the words that needed changing. Are they real words? Are they made of real words? Could they mean anything? Could you write definitions for the words?

butter
fly
butterfly

therefore
throughout
understand
whatever
butterfly
iceberg
raincoat
grasshopper
jackknife
bookcase
eyebrows
fireworks
overcoat
pancake
seacoast
volleyball
however
meanwhile
somehow
grandstand

130

A

Incomplete Story. This activity shows that the meaning of a compound word is derived from each of its word parts.

Have pupils read the story aloud. Then ask: "What is wrong with each of the words in heavy type?" (They do not combine with the other words to make real words.) "Which combinations would make real words?" (the combinations in the list words) Have pupils write the correct list word in place of each incorrect word.

Discuss the questions at the bottom of the page. Tell pupils that when two words are put together to make one word, the resulting word is called a *compound*. Lead to the understanding that the meaning of a compound is determined by the combined meaning of each of its parts.

Supplementary Activities

Note: The Supplementary Activities on this page are designed to show how the meanings of compound words are derived.

Word Meanings. For this activity, say: "Suppose the words in the story were not nonsense words but were, in fact, real words. Can you imagine what their meanings might be?" Have pupils write each nonsense word on their papers and think of a meaning for it based on each of its word parts. After the definitions are written, select pupils to read their definitions aloud.

Word Partners: Sense or Nonsense. Write the two words in each list word on separate cards and put them in one box. Mix up the words and have each pupil select a card. Next have each pupil find a word partner. The partner he or she chooses may be one who has a word that when combined with his or her own will make a real word (either a list word or a nonlist word) or a nonsense word. In either case, the two partners should write their word on the board and tell what it means. (*Note:* You may wish to write some of the definitions and keep them to use in More Mad Riddles, the Supplementary Activity on page 133.)

RESHUFFLE THE COMPOUNDS

Use one of the words within each pair of compounds to form a list word.

Example: through~~out~~ / ~~with~~out → throughout

1. overcome / greatcoat
2. jackpot / penknife
3. pantry / shortcake
4. showcase / bookbind
5. butterfat / dragonfly
6. grandfather / handstand
7. waterworks / fireball
8. sometimes / anyhow

WORD FORMS

Complete the sentences by making a compound list word out of the words in each line.

book	mark	keeper	case	end

1. Look in the _____ for the animal fables.

eye	strain	sore	brows	piece

2. She raised her _____ in amazement.

rain	spout	proof	water	coat

3. Wear your _____. It's raining cats and dogs.

sea	bird	coast	food	farer

4. Let's go down to the _____ this summer.

See how many other words you can think of that begin with **rain** and that begin with **eye**.

butterfly

Compound words are made of two smaller words.

131

Answers

1. overcoat
2. jackknife
3. pancake
4. bookcase
5. butterfly
6. grandstand
7. fireworks
8. somehow

1. bookcase
2. eyebrows
3. raincoat
4. seacoast

Answers will vary.

B

Reshuffle the Compounds. This exercise shows that words that make one compound can be used to make another. Have pupils reshuffle the compounds in each pair to make list words. Discuss each of the nonlist words and have pupils tell what the words mean. As the list words are made, note how the meanings change but still retain something of the meaning of each of the other words.

Word Forms. This activity provides practice in choosing the correct word form for a given sentence.

Discuss how the words for each sentence can be obtained with the key words to make compounds. Then have pupils write the compound word that goes in each blank. Discuss the final question, leading to the concept in the formula.

Formula. Have someone read the formula aloud and tell how it applies to the key words.

Supplementary Activity

Compound Word Draw. Write the parts of twenty-five or thirty compound words on separate cards about the size of playing cards. (You will need fifty to sixty cards.) Seat five or six pupils around a table and "deal" seven cards to each player. Put the remaining cards in a stack in the middle of the table. Have them make as many compound words as they can with the cards they have in their hands. Each combination should be put on the table for others to see and check.

To make more combinations, pupils take turns asking one other pupil for a particular word to go with a word they already have in hand. If the pupil asked does not have the word, the asker draws a word from the top of the deck. If he or she cannot use the word, it is put under the deck. Whoever has the most compound words at the end of the period wins.

Answers

1. io
2. io
3. ion
4. ion
5. ion

ion
/yən/

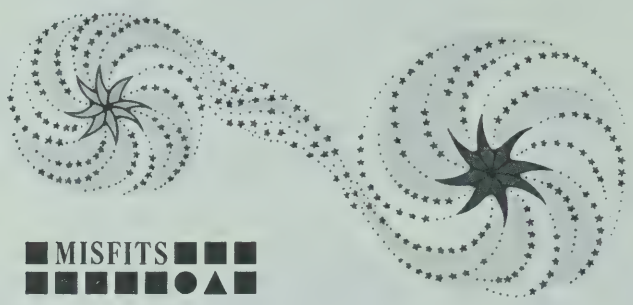
---

companion
opinion
million
union

WRITE AND REVIEW

Copy the sentence. Check for your use of the Six Basic Handwriting Skills.

The crowd cheered throughout the fireworks.



MISFITS

Read the clues and name the missing letters.

1. mill____n — 1 000 000
2. opin____n — belief
3. un____ — people joined together for a reason
4. compan____ — a friend
5. on____ — vegetable with a strong smell

What three letters end each word?
What sounds do they stand for?

FIND THE MISFITS

Arrange the letters to spell four misfits.

l c m o u i n p l a i o n

132

C

WRITE AND REVIEW

Have pupils read the sentence and identify the compound words. **(throughout, fireworks)** Have them name the two smaller words in each word. **(through, out; fire, works)**

Have pupils copy the sentence. Have them check their writing for use of the Six Basic Handwriting Skills: size, slant, shape, spacing, sitting on the base line, and style.

Misfits. The focus is on **ion** pronounced /yən/.

Find the Misfits. Read the directions and then ask pupils to find the words. Have them correct the written work by spelling the answers aloud. (*Note:* Some letters must be used more than once.)

Supplementary Activities

Other Words. Encourage pupils to spell new words by saying: "Now that you know how to spell **opinion** and **million,** how would you spell **champion, billion,** and **trillion?**"

Note: Although **champion** follows the same spelling pattern, it differs slightly in pronunciation: /cham′pē ən/.

Write a Story. Ask each pupil to write a story about himself as a champion. Suggest that each tell how and in what field he became a champion and how it feels to be watched by millions of admirers. Encourage them to use other misfits if possible.

D

Unit 33 Quiz

1. The sun melted the **iceberg.**
2. He missed the bus and **therefore** was late.
3. Dust collected on the **bookcase.**
4. The **seacoast** was full of pirates.
5. The caterpillar became a **butterfly.**
6. The bird had **somehow** escaped.
7. It snowed **throughout** the state.
8. The cook flipped the **pancake.**
9. The man took off his **overcoat.**
10. Do you **understand** French?
11. The camper carried a **jackknife.**
12. The elf had bushy **eyebrows.**

LOOK AGAIN

FIND/WRITE

Write the word in each line that was used as a list word in this unit.

1.	undermine	underrate	undersea	understand
2.	firearm	firefly	fireworks	fireplace
3.	someway	somehow	sometime	someday
4.	jackhammer	jackrabbit	jackknife	jackstraw
5.	butterball	butterfly	butterscotch	buttercup
6.	bookmobile	bookshelf	bookworm	bookcase

COMPOUND THE WORDS

Connect the words in the two columns to make list words.

1.	grass	ball
2.	over	ever
3.	volley	hopper
4.	what	coat
5.	eye	berg
6.	ice	brows

LOOK AHEAD

MAD RIDDLES

A **fly** who loves **ice** must be an **icefly**. Answer the mad riddles below with mad compounds from the story on page 130.

1. What is a ball that bounces best in the rain?
2. If you mowed the lawn and mixed two cups of lawn with flour, water, and sugar, and baked it in the oven, what would you have?
3. What is a stick of butter floating in the ocean?

MAKE MAD MEANINGS

Use the word list to make up imaginary compounds like those used in the story on page 130. Write a short definition of each word.

Read your definitions to your classmates and ask them to guess the mad words.

133

13. The pig ate **whatever** he was fed.
14. The spectators filled the **grandstand.**
15. The girls played **volleyball.**
16. The **grasshopper** jumped from the rock.
17. I studied very hard; **however,** I still got one answer wrong.
18. The police officer wore a **raincoat.**
19. **Fireworks** lit the sky.
20. Joan slept; **meanwhile,** her mother cooked dinner.

Note: Previously mentioned problems: the /v/ sound (page 16); the unvoiced /th/ sound in **throughout** (page 32); and the voiced /ŦH/ sound in **therefore** (page 96).

E

LOOK AGAIN

Find/Write. Have pupils read the words in each line and write the list word. If they have difficulty recognizing list words, have them review the word list on page 130.

Compound the Words. This activity shows that compound words are made of two words. Have pupils make list words of the words in the two columns.

LOOK AHEAD

Mad Riddles. This activity shows that the meaning of a compound word is a reflection of its word parts.

Remind pupils of the nonsense words in the story on page 130 that were made by combining unusual words. Tell them that in this activity they are to figure out nonsense words from mad meanings. Have them read the directions and complete the activity.

Make Mad Meanings. This activity helps pupils understand how the meaning of a compound word is determined by its parts. Have them complete the activity independently.

Supplementary Activities

More Mad Riddles. If you kept some of the definitions the pupils made for the Word Partners: Sense or Nonsense activity on page 130, read each one aloud and ask pupils if they remember the word that goes with the meaning.

Mad Stories. Have pupils write stories, using some of the unusual or funny words they have made up in the activities in this unit. Have the stories read aloud.

Answers

LOOK AGAIN

1. understand
2. fireworks
3. somehow
4. jackknife
5. butterfly
6. bookcase

---

1. grasshopper
2. overcoat
3. volleyball
4. whatever
5. eyebrows
6. iceberg

LOOK AHEAD

1. rainball
2. grasscake
3. butterberg

Answers will vary.

Answers

A. synonyms
B. compounds
C. synonyms
D. synonyms
E. compounds
F. synonyms

34 REVIEW

FIVE BLOCK REVIEW

In this game, there are seventeen blocks from beginning to end. But if you know the difference between **antonyms**, **synonyms**, and **compounds**, you can finish in five. Follow the directions.

1. Read the words in the top line of block A.
2. Ask yourself, "How are the words related?"
3. Look at the words in line 2. One of the words is the answer. Write the answer on your paper.
4. Look at block A again. Next to each of the two words is a letter. Look at the letter next to your answer. Go to the block labelled with that letter and continue.

A. **huge** **large**
synonyms L compounds I

B. You're doing fine. Now try this:
ringleader **mainstay**
antonyms J compounds Q

C. **Thick** and **thin** are antonyms. Try this again:
work **labour**
synonyms G antonyms N

D. **Start** and **finish** are antonyms. They have opposite meanings. Try this:
work **labour**
synonyms G antonyms N

E. **Constant** and **regular** are synonyms. Try this again:
therefore **throughout**
antonyms K compounds B

F. **Butterfly** and **grasshopper** are compounds. They are made up of two smaller words. Try this:
gleam **glitter**
synonyms L compounds P

134

Emphasis—Review of Units 29 through 33.

Additional Resources—Use Enrichment Activity 32: Spinaroo.

A

Note: Review Unit activities may be completed in four teaching periods.

Five Block Review. This activity reviews antonyms, introduced in Unit 31; synonyms, introduced in Unit 32; and compounds, introduced in Unit 33.

Remind pupils that words are related to each other in many ways. They may be in the same word "family"; they may be the same word form; they may be the same kind of words (that is, nouns, verbs, and so on); or they may be related in meanings.

Ask: "When the meaning of one word is *opposite* to the meaning of another word, what are the two words called?" (antonyms) "When the meaning of one word is *similar* to the meaning of another word, what are the two words called?" (synonyms) "If two words are *combined* to make one word, what kind of word is it called?" (a compound word)

Have pupils read the directions for Five Block Review. Go over each of the four steps orally with pupils, making sure they understand how to proceed from box to box. Emphasize that each answer should be written.

Have pupils complete the activity. You may wish to determine the average score for your class and allow them to compare their individual scores with the group average. (*Note:* Nonlist words are **ringleader, mainstay, mutiny, rebellion, reveal, hide, oppose, support, constant,** and **regular.**)

Supplementary Activities

Reusing the Units. If your pupils need extra review, you may wish to have them return to the individual units.

To review Unit 31, have pupils turn to page 122 and then ask: "How would an antonym of each key word help this story?" Have someone read the story aloud, substituting an antonym for each key word. Point out that both the key word and the word substituted are list words with opposite meanings. Discuss how the meanings of the words affect the story.

G. You're right. Try this:
therefore **throughout**
antonyms K compounds B

H. **Mutiny** and **rebellion** are synonyms. Try this:
reveal **hide**
antonyms Q synonyms M

I. **Huge** and **large** are synonyms. They have similar meanings. Try this:
butterfly **grasshopper**
synonyms F compounds L

J. **Ringleader** and **mainstay** are compounds. Try this:
mutiny **rebellion**
antonyms H synonyms Q

K. **Therefore** and **throughout** are compounds. Try this:
oppose **support**
antonyms B compounds O

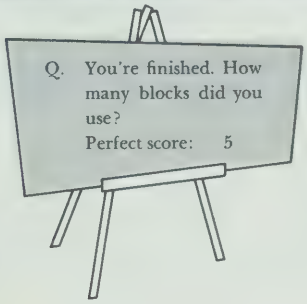
L. You're right. Try this:
start **finish**
synonyms D antonyms G

M. **Reveal** and **hide** are antonyms. Try this again:
ringleader **mainstay**
antonyms J compounds Q

N. **Work** and **labour** are synonyms. Try this:
thick **thin**
synonyms C antonyms G

O. **Oppose** and **support** are antonyms. Try this:
constant **regular**
antonyms E synonyms B

P. **Gleam** and **glitter** are synonyms. Try this again:
huge **large**
synonyms L compounds I



Answers

G. compounds
H. antonyms
I. compounds
J. synonyms
K. antonyms
L. antonyms
M. compounds
N. antonyms
O. synonyms
P. synonyms

Remind pupils that some words may be interchanged in a sentence without greatly changing the meaning of the sentence. To review synonyms in Unit 32, have pupils turn to page 126 and tell which two words with the same meanings will be paired by the computer. Select pupils to make sentences with two or three pairs of synonyms to show that synonyms may be interchanged in a sentence without greatly changing the meaning of the sentence.

Next have pupils read the list words on page 130 and tell what kind of words they are. (*compounds*) Ask: "What compound meanings are expressed in the words **grasshopper, raincoat,** and **therefore?**" Help pupils see that the meanings of compound words come from each of the word parts.

More Compounds. Write the following compound words on the board and have pupils tell how they are different from the compounds on page 130.

brass-smith	shell-like
thimble-eye	hull-less

Pupils should notice that the words are hyphenated. Then say: "Look at the letters immediately before and after the hyphen. Can you tell why these compound words were hyphenated?" Lead them to see that a hyphen is used in some compounds to avoid doubling a vowel or tripling a consonant.

Next write the words **any, every, no,** and **some** on the board. Below them write the words **body, thing, one,** and **where.** Then ask: "How many compound words can you make of the eight words?" (**anybody, anything, anywhere, anyone, everybody, everything, everywhere, everyone, nobody, nothing, nowhere, somebody, something, somewhere,** and **someone**) Write "no-one" on the board and ask: "Is this correct?" (No; **no one** is written as two separate words, without a hyphen.) Point out that when the words **any, every, no,** and **some** are combined with **body, thing,** and **where,** the resulting words are always written as one word, with the exception of **no one,** which is always written as two words.

Answers

who's
that's
we'd
he'd
what's
who'd
that's

---

mL
cm
m
L
g
Mr.
Dr.
St.
B.C.

UNFINISHED POEMS

Complete the poems by making contractions out of the words in heavy type.

A monkey **who is** daft as can be
Saw my house and said, "Wow, **that is** for me!"
On the door **we would** knock
'Cause **he would** turn the door's lock,
And **what is** more he kept losing the key!

An insect **who would** live in a jar
Crawled into a pupil's guitar.
The teacher's great scream,
As the bug left the scene,
Was the note **that is** highest by far!

SHORTEN THE WORDS

Read the formula below. Then write the abbreviations for the following words.

dozen doz.	Some words and phrases have short forms called abbreviations. Most abbreviations end with a period.

millilitre	litre	Doctor
centimetre	gram	Street
metre	mister	British columbia

B

Unfinished Poems. This activity reviews the use of apostrophes in contractions introduced in Unit 29.

Ask someone to read aloud the words in heavy type in the first poem. Ask: "What kind of words could replace them?" (contractions) Help pupils see that by dropping some of the letters from each pair of words and substituting an apostrophe, each phrase can be made into a contraction.

Next have someone read aloud the phrases in heavy type in the second poem. Help pupils see that contractions are short forms of two words.

Have pupils write the contractions for the words in heavy type.

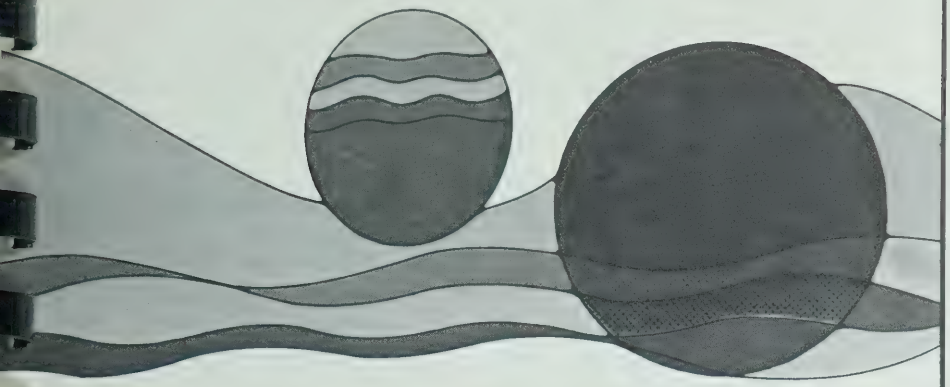
Shorten the Words. Have pupils review the definition of *abbreviation.* Then ask: "Do the letters for the short forms, or the abbreviations, usually come directly from the long form?" (yes) Help them remember that the letters in an abbreviation often come from the word that is abbreviated. Then have them complete the activity. (*Note:* Nonlist words are **Street** and **British Columbia.**)

Supplementary Activity

Reusing the Units. If your pupils need extra review, you may wish to return to Unit 29.

Have pupils turn to page 114. Call attention to the two word groups and ask: "Which word group contains contractions?" (the top) "Which contains possessives?" (the bottom) In discussing possessives, point out that each word is written two ways. Lead pupils to see that the apostrophe before the **s** refers to ownership by one person and the apostrophe after the **s** refers to ownership by more than one person.

HANDWRITING PROGRESS PAGE



Copy the poem. Write each letter carefully. Then check to be sure you have used the Six Basic Handwriting Skills.

This exercise is just a look,
A final quiz within my book,
To see again how perfectly
I've learned to write
my a b c's.

137

HANDWRITING PROGRESS PAGE

Explain to pupils that in this final handwriting exercise they are to check their use of the Six Basic Handwriting Skills. Tell them to copy the poem and then evaluate their writing on their Handwriting Progress Charts.

SPELLING DICTIONARY

SOUND/SPELLING KEY

/a/	anchor, natural	/f/	figure, buffalo
/ā/	ache, demonstrate, sailor, delay	/g/	gather, beggar, ghost
/â/	caravan, fairly	/h/	holiday, whole
/ä/	cartoon, carnival, pardon	/hw/	whisper, whale
/e/	century, engineer	/j/	janitor, average
/ē/	eastern, geese, niece, stationery	/k/	keyhole, cabinet, quite, racket
/ėr/	perfect, worry, current	/l/	liquid, intelligent
/ər/	forward, manager, neighbour, actor	/m/	medicine, immediate
/i/	nickel, women, belief, interest	/n/	notice, knuckle, tennis
/ī/	lightning, exercise, typewriter	/ng/	strong, uncle
/o/	population, compound	/p/	peach, supply
/ō/	grocery, throat, snowball, stole	/r/	roast, squirrel, wrist
/ô/	orchard, decorate	/s/	sandwich, science
/oi/	poison, annoy	/sh/	shore, dish
/ou/	surround, powder, growl, ground	/t/	territory, settle, doubt, bumped
/u/	judge, stomach	/th/	thief
/ū/	usual, musical, amuse	/ŦH/	their
/ů/	brook, pulley, bouquet	/v/	visitor, invitation, of
/ü/	droop, group, due	/w/	walrus, quiet
/ə/	achieve, agreement, possible	/y/	yesterday
/b/	bench, blackboard, scrubbed	/z/	zero, has
/ch/	chart, church	/zh/	measure, garage
/d/	decide, sudden, explained		

A

a · ban · don /ə ban'dən/ *v.* 1. to give up entirely. 2. to leave without intending to return.

ac · ci · dent /ak'sə dənt/ *n.* 1. event not wanted, intended, or planned. 2. chance. I cut my foot by **accident.**

AC/DC *abbrev.* for alternating current/direct current, two forms of electric current. My travel iron works on **AC/DC.**

an · to · nym /an'tə nim/ *n.* word that means the opposite of another word.

au · di · ence /ô'dē əns/ *n.* 1. people gathered together to see or hear something. 2. people within hearing, listeners. 3. interview with a person of high rank. Greg had an **audience** with a king.

C

cap · i · tal /kap'ə təl/ *n.* 1. city where the government of a country or state is located. 2. upper-case letter used to begin a sentence or proper name. 3. amount of money used to carry on business.

chalk it up at inns, old custom of writing with chalk a "score" or account of credit given. **Chalk it up** to my account.

con · vict /kən vikt'/ *v.* 1. to prove guilty. 2. to declare guilty on the basis of legally submitted evidence. The jury was unable to **convict** the suspect of the crime. /kon'vikt/ *n.* person serving a prison sentence for a crime.

cur · rent /kėr'ənt/ *n.* 1. flow of air or liquid, running stream. 2. flow of electricity through a wire. 3. course or movement of events or opinions. *adj.* 1. occurring at the present time. 2. in general use, passing from person to person.

D

DDT *abbrev.* for dichloro diphenyl trichloroethane, a pesticide. At one time, **DDT** was used to protect crops.

dif · fi · cul · ty /dif'ə kul'tē/ *n.* 1. something that is hard to do or understand. 2. something standing in the way of getting things done. Lack of funds was one **difficulty** encountered by the hospital committee. 3. trouble.

DMZ *abbrev.* for demilitarized zone, neutral territory between two war zones. The forward observer's post was on the **DMZ.**

E

ed · u · ca · tion /ej′ə kā′shən/ *n.* 1. schooling, teaching. 2. knowledge and abilities gained through training.

ev · i · dence /ev′ə dəns/ *n.* thing or circumstance indicating the truth or worth of a matter. The committee needed more **evidence** to approve the plan.

ex · pe · ri · ence /eks pir′ē əns/ *n.* 1. anything that happens to a person. 2. practice, knowledge gained by doing or seeing things. Cowboys have lots of **experience** herding cattle.

G

gar · ble /gär′bəl/ [from Arabic, **gharbala**, referring to a process of selection] *v.* to make a misleading selection of facts and statements. The reporter did not want to **garble** the facts of the story.

go · ril · la /gə ril′ə/ *n.* large, humanlike ape found in Africa.

gym · na · si · um /jim nā′zē əm/ *n.* room or building for physical exercise or training and for indoor athletics. /gim nā′zē əm/ a secondary school in Germany designed to prepare students for the university.

I

in · flu · ence /in′flů əns/ *n.* 1. power of persons or things to act on others. Jenny used her **influence** to get people to the meeting. 2. person or thing that has power. *v.* to have power over.

in · flu · en · tial /in′flů en′shəl/ *adj.* 1. having a great effect. Many **influential** people supported the fund-raising drive. 2. producing results. Rosa was very **influential** in getting the work done.

in · for · ma · tion /in′fər mā′shən/ *n.* knowledge, facts, news. The girl searched for the **information** needed in her science experiment.

in · sult /in sult′/ *v.* to treat with abuse or great rudeness. Don't **insult** the speaker by leaving early. /in′sult/ *n.* offensive remark or action. It would be an **insult** to the speaker to leave early.

in · va · lid /in′və lid/ *n.* sick person who is unable to get about and do things. *adj.* not well. /in val′id/ *adj.* without force, without value.

M

man · u · fac · ture /man′yə fak′chər/ *v.* 1. to make from raw materials, produce. 2. to invent, make up. The boy would **manufacture** an excuse to get out of work. *n.* making of articles by hand or by machine, especially in large quantities.

meas · ure /mezh′ər/ *n.* 1. amount or size. 2. system and unit of measurement. 3. bar of music. 4. proposed law. *v.* to find the size or amount of something.

mod · est /mod′ist/ *adj.* 1. not vain, humble. 2. bashful, not bold, shy. 3. held back by a sense of what is fit and proper. **Antonym:** see **pride.**

morn · ing /môr′ning/ *n.* early part of the day, ending at noon. **Homonym:** see **mourning.**

mourn · ing /môr′ning/ *adj.* sorrowful. *n.* outward signs of sorrow for death, such as hanging flags at half mast. **Homonym:** see **morning.**

O

ob · ject /ob′jikt/ *n.* 1. thing, something that can be seen or touched. 2. thing aimed at. His **object** in coming was to give a donation. /əb jekt′/ *v.* to give reason against something, be opposed. We **object** to loud noise.

P

par · ent /pār′ənt/ *n.* 1. father or mother. 2. any animal or plant that produces an offspring.

per · mit /pər mit′/ *v.* to let, allow. Mr. Jones would not **permit** us to play in his garden. /pėr′mit/ *n.* formal written order giving permission to do something. The officer told us to get a fishing **permit.**

poor /půr/ *n.* those who have few possessions. *adj.* lacking something needed, not good in quality.

pres · ent /prez′ənt/ *adj.* 1. being in a certain place. 2. at this time, occurring now. *n.* 1. what is occurring now. 2. gift. /pri zent′/ *v.* 1. to give. 2. to introduce. 3. to offer. 4. to bring before the public.

pres · i · dent /prez′ə dənt/ *n.* 1. chief officer of a company, college, society, club. 2. elected official having the position of chief of state.

pride /prīd/ *n.* 1. high opinion of one's own worth or possessions. 2. haughtiness.

R

re · cord /ri kôrd′/ *v.* 1. to set down in writing. 2. to put in permanent form, keep for remembrance. Penny will **record** the speech. /rek′ərd/ *n.* 1. thing written or kept. 2. official account. A secretary keeps a **record** of meetings. 3. disk or cylinder used on a phonograph.

rest /rest/ *v.* to sleep. *n.* 1. freedom from anything that tires, troubles, or pains. 2. what is left, remainder. **Homonym:** see **wrest.**

S

sen · tence /sen′təns/ *n.* 1. group of words that expresses a complete thought. 2. decision by a judge on the punishment of a criminal. 3. the punishment itself. *v.* to pronounce punishment on.

sep · a · rate /sep′ə rāt/ *v.* 1. to be between, keep apart, divide. 2. to go apart. 3. to take away. /sep′ə rit/ *adj.* 1. apart from others. 2. not joined. 3. single.

sta · tion · ar · y /stā′shən er′ē/ *adj.* 1. standing still, not movable. 2. not changing in size, number, or activity. **Homonym:** see **stationery.**

sta · tion · er · y /stā′shən er′ē/ *n.* writing materials, paper, cards, and envelopes. **Homonym:** see **stationary.**

stu · dent /stüd′ənt/ or /stūd′ənt/ *n.* 1. person who studies. 2. person who is being taught, pupil.

suede /swād/ *n.* 1. soft leather that has a velvety nap on one or both sides. 2. kind of cloth that has a similar appearance. *adj.* made of suede. **Homonym:** see **swayed.**

swayed /swād/ *v.* past tense of **to sway.** to swing back and forth, swing from side to side or to one side. **Homonym:** see **suede.**

T

tel · e · gram /tel′ə gram/ *n.* telegraphic message; this word suggested later formations of words, such as **cablegram** instead of **cable telegram.**

type /tīp/ *n.* 1. kind, class, or group having common characteristics. 2. piece of metal or wood having on its upper surface a letter used in printing. *v.* to write with a typewriter.

U

UNICEF *abbrev.* for United Nations International Children's Emergency Fund, an agency of the United Nations. We collected funds for **UNICEF.**

USSR *abbrev.* for Union of Soviet Socialist Republics. Moscow is the capital of the **USSR.**

W

wrest /rest/ *v.* 1. to twist, pull, or tear away with force. 2. to take by force. **Homonym:** see **rest.**

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HANDWRITING PROGRESS CHART

The Six Basic Handwriting Skills	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Final	Teacher's Rating
1. Size											
2. Slant											
3. Shape											
4. Spacing											
5. Sitting on the base line											
6. Style											

Once a month you will evaluate your handwriting with your teacher.
If your use of a skill is satisfactory, write a capital **S** in the square.
If you need to improve your use of a skill, write a capital **I** in the square.

1. Size	All capital letters and tall letters should be almost a full space high. Small letters should be one-third of a space high.
2. Slant	All your letters should be uniformly slanted to the right and parallel to each other.
3. Shape	Each letter should look like the model.
4. Spacing	The spaces between words should be the same. Each space should be as wide as small **o**.
5. Sitting on the base line	All letters should touch the base line.
6. Style	There should be no erasures or writing over letters. Neatness, clean work, and proper margins are important.

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